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ABSTRACT

The fourth of six volumes on the Making Special Friends Project, an approach to promoting social interactions between severely handicapped students and nonhandicapped persons in the school and community, details procedures for implementation. The first section discusses a cornerstone of the project, the expanded Individualized Education Program process, which focuses on goals and objectives appropriate to the student's home, educational, and community life. Suggestions are given for planning and conducting pre-Individualized Education Program activities which include ecological analysis and transition plans. A section follows on the actual Individualized Education Program meeting and another on implementing the total education program (Individualized Education Program objectives, transition plans, and parent-teacher communication systems). Three final sections address additional components of the project: the in-school social integration component (information on scheduling, monitoring, and evaluation); the community integration component (including suggestions for training interaction skills in severely handicapped and nonhandicapped persons); and the parent involvement component (encouraging and soliciting parental input, maintaining contact, and providing information and support). (CL)

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BURLINGTON'S MAKING SPECIAL FRIENDS PROJECT: STRATEGIES FOR IMPLEMENTING MODEL COMPONENTS

Volume IV*

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INTRODUCTION

Burlington's Making Special Friends Model for promoting social interactions between severely handicapped students and nonhandicapped persons in school and community settings consists of three components. The Community Integration Component details a systematic and efficient process for developing educational programs focused on providing community-referenced and community-based training. The In-School Social Integration Component outlines a process for promoting social integration and interactions between severely handicapped and nonhandicapped students in the school environment. The Parent Involvement Component offers strategies for stimulating parental involvement in the total education program.

This manual is the fourth in a series of six volumes produced by Burlington's Making Special Friends Project. The initial volume, Social Integration of Severely Handicapped Students: A Review of the Literature, overviews current literature regarding social interactions between severely handicapped and nonhandicapped persons. Volume II, Burlington's Making Special Friends Project: Project Overview, discusses the components of a service delivery model for increasing and maintaining social interactions between severely handicapped students and nonhandicapped persons in school and community settings. The third volume, Burlington's Making Special Friends Project: Implementation Guidelines and Inservice Training Manual, provides procedural guidelines and materials which can be employed to facilitate implementation of the Burlington model. The authors

strongly recommend that Volumes II and III be read prior to this manual to enhance comprehension of the procedures described herein.

The purpose of this manual is to provide in-depth information on how to develop Burlington's Making Special Friends Model. This manual is divided into four major sections. Section 1.0 presents an expanded IEP process which includes increased parental involvement; provisions for community-based and community-referenced training; development of a plan to transition students to future educational and adult living environments; and the development of in-school integration activities. The expanded IEP process is an essential foundation upon which to develop the Special Friends model. Additional sections of this manual present more detailed information about how to develop each component of the model: the Community Integration Component, the In-School Social Integration Component, and the Parental Involvement Component. Appendices offer detailed explanations and sample forms for completing transition plans for both in-school transitions and transitions to adult services, and a sample completed Parent Inventory.

1.0 THE EXPANDED IEP PROCESS

Traditionally, the IEP process for severely handicapped learners has focused almost exclusively upon the development of goals and objectives aimed at the acquisition of basic skills (e.g., communication, self-care, motor, cognitive) with little regard for how these skills would be used in real life situations outside of the classroom.

The expanded IEP process, while still taking into account the acquisition of basic skills, focuses on the development of IEP goals and objectives which are based upon the performance demands in the student's current and potential future home, educational and other community settings. The process may be used by teachers of severely handicapped students to develop functional, age-appropriate IEPs which result in community-based and community-referenced training, in-school social integration and increased parental involvement. The IEP process can be conceptualized as consisting of four discrete phases: 1) planning pre-IEP activities; 2) conducting pre-IEP activities; 3) conducting the IEP meeting; and 4) implementing the completed IEP. The activities of each phase are all interrelated, and each plays a unique part in IEP development.

The pre-IEP activities carried out for each student and the order in which they are conducted should vary depending upon individual students' needs. When developing IEPs which are based upon performance demands of community settings, pre-IEP activities

may include: a) parent inventories; b) ecological analyses of high priority current and future environments; c) discrepancy assessments; and d) other pertinent assessments. In the first phase, the teacher determines which pre-IEP activities must be conducted for each student and the most efficient schedule for completing them.

The second phase involves actually conducting the pre-IEP activities. Completion of these activities should assist teachers in determining what each student needs to learn to prepare for imminent transitions to other environments, and in identifying opportunities for enhancing social integration and interactions with nonhandicapped people. The outcome of this phase is the identification of potential IEP goals and objectives.

The IEP meeting is conducted during the third phase. At this time, IEP goals and objectives are selected and the IEP is completed. This phase also provides an opportunity to finalize a plan for transitioning learners to future school or post-school environments, and to agree upon a system for maintaining ongoing contact between parents and teachers. The fourth phase involves the implementation of all components of the IEP.

In the following sections, each of these four phases is discussed in greater detail. Suggested activities to be completed during each phase are delineated. At the end of each section a Table is presented which lists the suggested activities to be performed during that phase. It should be emphasized that the expanded IEP process, if not currently in place, should be developed gradually and systematically. Refer to Volume III, Burlington's Making Special Friends Project: Implementation

Guidelines and Inservice Training Manual for guidelines on developing a timeline for model development and implementation.

1.1 Planning Pre-IEP Activities

Teachers may begin planning pre-IEP activities by reviewing previous records such as IEPs, assessments, parent inventories, and transition plans. Former IEPs and previously completed assessments should indicate school and community environments and areas of instruction which have been successfully mastered by the student, and environments and instructional areas which still require attention. These records should also provide valuable information regarding support service personnel who should be consulted (e.g., P.T.'s, O.T.'s, Speech/Language Pathologists). Recently completed parent inventories should be reviewed so that the teacher can decide whether they need to be conducted again or simply updated. Finally, transition plans completed in the past should be examined to identify potential future environments, and to determine transition-related activities which have been accomplished and those which still require attention.

Some school districts utilize curriculum guidelines. Such guidelines can provide a framework of curricular possibilities from which IEPs may be developed. Teachers should consult curriculum guidelines during the planning phase to ensure that functional, age-appropriate skills deemed important by the district are not overlooked during IEP development.

Teachers may also consult community resource guides to become familiar with community services which are available to the student. If no such guide exists, the teacher should consider

surveying the community to learn about agencies and services which may be available. This information may prove very useful, especially to secondary teachers, in identifying potential future educational, vocational, residential and other community environments for which a transition plan will be needed.

The planning phase is also a good time to review past parent-teacher communication strategies to determine which strategies have been useful in encouraging active parental participation in the learner's educational plan.

1.1.1 Summary of Planning Activities

Table 1 provides a summary of pre-IEP planning activities. As mentioned in the footnote, the asterisks denote those activities that are typically performed by teachers during the traditional IEP planning process.

TABLE 1
Planning Pre-IEP Activities

*1. Review student records.

*2. Consult curriculum guidelines.

*3. Consult community resource guides.

4. Identify potential educational, vocational, and other community environments for which training, integration and/or transition plans may be needed.

5. Identify potential in-school environments for which training, integration and/or transition plans may be needed.

*6. Begin planning a parent-teacher communication system.

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*These activities are typically already performed by teachers during the traditional IEP process.

1.2 Conducting Pre-IEP Activities

The recommended pre-IEP activities include conducting parent inventories, ecological analyses, discrepancy assessments, and any other relevant assessments. Support service providers should be consulted for input regarding assessment information and selection of objectives. These activities should result in the development of a list of potential IEP goals and objectives to be presented at the IEP meeting. Each activity is described below.

1.2.1 The Parent Inventory

As described in Volume II, the parent interview is a strategy used to solicit input from parents regarding their child's educational program. A tool which was developed to systematize and structure the parent interview is the parent inventory.

A parent inventory should be either completed or updated yearly as a part of the process for developing functional IEPs. The parent inventory is an instrument designed to determine parents' high priority objectives for their child, and parental perceptions of the child's current level of functioning and current and future life needs. According to Brown, Falvey, Vincent, Kaye, Johnson, Ferrara-Parrish & Gruenewald (1980), parent inventories serve five major purposes:

1. to secure basic information about the current and subsequent environments in which the student may participate;
2. to inform parents of the organization of the curricular content;
3. to gather information from the parents regarding their child's level of functioning in home and community environments;

4. to procure parental support for and invite participation in the student's educational program; and

5. to gather information regarding parents' preferences for their child's educational program.

The completed parent inventory provides several different types of information. First, information is obtained regarding parental preferences for settings, activities and skills in which they would like their child to gain competence, at home and in the community. These preferences identify environments which should be ecologically analyzed, and activities and skills in need of further assessment. This information helps the teacher determine and prioritize what to address in the IEP and targets environments in which the skills should ultimately be assessed and taught. Information gained from parents can also assist the teacher in determining the learner's present level of performance in home and community settings.

The process of conducting parent inventories may provide additional benefits. For example, the parent inventory may serve as a vehicle for developing an effective parent-teacher communication system by providing an opportunity for the teacher and the parents to devise a system for maintaining regular, ongoing contacts. As a result of such a system, skills learned in school can be more readily generalized and maintained at home and in community settings. The parent inventory also provides an opportunity to identify transition needs and to discuss plans for facilitating transitions to subsequent school and post-school environments. Finally, opportunities for social interactions may become apparent as an outcome of the parent inventory process.

A sample completed parent inventory, general procedures for conducting a parent interview, and detailed instructions for completing a parent inventory are presented in Appendix A. It is essential that teachers be very familiar with the content of the inventory in order to avoid confusion during the actual interview. Teachers should be able to provide explanations and examples for each question on the inventory to ensure that parents fully understand them.

The parent inventory format in Appendix A is presented as an example. It is recommended that each school system develop its own parent inventory, tailoring it to the needs inherent in the community. The format presented is only intended to offer a framework which has proven useful in one community.

1.2.2 Ecological Analysis/Discrepancy Assessment

Ecological analysis is a strategy through which teachers may obtain critical information about a variety of current and subsequent environments in which a student may participate. The strategy delineates the steps through which a teacher can progress to determine performance demands of domestic, vocational, recreational, educational and general community environments which the student presently uses or may use in the future. After the performance demands of current and potential future environments have been compiled, they are compared to skills already in the student's repertoire. Any discrepancies between environmental performance demands and the student's current skill levels are then noted. These discrepancies provide a basis for IEP goal selection and program development.

The ecological analysis/discrepancy assessment process has been divided into two stages. The first stage, completed during the pre-IEP phase, involves developing ecological analyses for generic environments and activities (e.g., fast food restaurant, grocery store), for the purpose of determining potential IEP goals and objectives. These potential goals and objectives are then presented at the IEP meeting where a decision may be made to provide community-based or community-referenced training for a student. At this point, the specific environments to be used for training are selected. During the second stage of the ecological analysis process (carried out during the IEP implementation phase), task analyses of the specific skills required in the training sites are developed. The task analyses of training sites should be individualized based upon environmental demands and student needs. Assessment of the students' performance should be conducted at the selected training site along with an assessment of the students' social responses in that environment. Based upon student performance, an individualized training program and evaluation system is then developed.

In this section, the first stage of the ecological analysis process is discussed in detail. The second phase of the process is explained further in Section 1.4 (Implementing the IEP) of this manual.

1.2.2.1 Phase I: Ecological Analysis Process. As indicated previously, during Phase I of the ecological analysis process, analyses are developed for generic, rather than specific environments and activities. Generic activities are those that are common to a number of specific environments. For example, a

generic environment might be a fast-food restaurant. The activities involved in ordering food and eating at a fast-food restaurant are similar across restaurants. Whether eating at McDonald's, Burger King, Wendy's, White Castle, Arby's, or a Taco Bell restaurant, a person must enter, approach the counter, wait in line, order food, pay, etc., in order to eat. Such activities which are common across environments are referred to here as generic activities.

As indicated in Table 2, teachers, parents/guardians and others may begin this stage of the ecological analysis process by listing the current and future environments in which the student may function. Emphasis must be placed on parent/guardian preferences as well as professional judgments when developing this list. It is recommended that teachers initially determine the priority environments which were identified by the parent inventories. Once this information is compiled for each student in the class, the teacher should determine whether there are priority environments which are common to several students. This procedure may be used to determine which environments to analyze first, and to identify potential instructional groupings.

TABLE 2

Curricular Domains and Relevant Environments Within Each Domain

Student JB Program TMR 4

DOMAIN: DOMESTIC

ENVIRONMENTS: NATURAL HOME, GROUP HOME, SUPERVISED APARTMENT

DOMAIN: COMMUNITY

ENVIRONMENTS: GROCERY STORE, CLOTHING STORE, SHOPPING MALL, FAST FOOD RESTAURANT, CHURCH, LAUNDROMAT, LIBRARY

DOMAIN: VOCATIONAL

ENVIRONMENTS: RESTAURANT (KITCHEN), LAUNDRY FACILITY

DOMAIN: RECREATION/LEISURE

ENVIRONMENTS: MOVIE THEATER, BOWLING ALLEY, BEACH, YMCA, NIGHT CLUB, ARCADE

Table 3 illustrates a sample format for conducting a generic ecological analysis and discrepancy assessment. Part II of the format constitutes the generic ecological analysis. In this example, the generic environment is a fast-food restaurant, while the generic sub-environments are the counter, dining area and restroom. Generic activities are listed for each subenvironment.

Part III of Table 3 depicts a sample discrepancy assessment format. Using this particular format, the teacher can assess skill level and social adequacy for each generic activity listed on the ecological analysis (Part II). Under the column titled "Activities Mastered", the teacher may indicate whether the student completes each activity independently (score=I), completes some parts of the activity independently while requiring help on other parts (score=P), or needs assistance throughout the activity (score=O). A score of "I" indicates that no further skill training is needed. A score of either "P" or "O" indicates that further training will be necessary on that activity. Under the column titled " Social Skills Mastered", the teacher enters a checkmark next to each activity for which the student possesses adequate social skills. A checked box indicates that the student does not need further social skills training for the specific activity. A blank box indicates that social skill training is necessary.

Under the column titled "How Assessed", the teacher should note that the activity was assessed through direct observation (DO), by interviewing someone familiar with the student (I), and/or by reviewing previous educational records (P). Under the final heading, "Required Adaptations", the teacher can note the

TABLE 3

Generic Ecological Analysis

Generic Environment Fast food restaurant

Part I General Information

Student: _____

Date: _____ Assessed by: _____

Noted Behavior Problems: _____

Part III Discrepancy Assessment

Activities Mastered Key: I=Completes activity independently
P=Completes parts of activity independently,
O=Needs assistance throughout activity

Assessment Key: DO=Direct Observation, I=Interview,
P=Previous Records

Part II Subenvironments and Activities	Activities Mastered	✓ Social Skills Mastered	How Assessed	Required Adaptations
• COUNTER				
a. Wait in line	I	✓	I	
b. Place order	P		I,DO	
c. Pay cashier	P	✓	DO	
d. Take napkin, straw	I		DO	
e. Eat food	I	✓	DO	
• DINING AREA				
a. Carry food	P	✓	DO	
b. Select table and seat	I		DO	
c. Eat meal	P	✓	P,DO	
d. Clean up, throw away paper, return tray	I		DO	
e.				
• RESTROOMS				
a. Enter through double doors	I	✓	DO	
b. Use toilet, stall doors, urinals	I	✓	DO	
c. Wash hands in sink	P		DO	
d. Demonstrate dressing skills required for toileting	I	✓	DO	
e.				

particular adaptations required for student participation. For example, the use of a communication board to order food or the use of a calculator to count change would be listed as required adaptations.

It is assumed that the generic ecological analysis and discrepancy assessment may be completed, in most cases, without actually taking the student to a community training site and observing him/her complete each activity. There may, however, be special circumstances which would require the generic assessment to be completed though direct observation of nonhandicapped and handicapped people in this setting.

As the ecological analysis section (Part II Subenvironments and Activities) of this format is completed for various generic environments, they may be filed in a library and used repeatedly for different students and by other teachers. It should be noted that this stage of conducting ecological analyses stops short of delineating the specific skills needed to perform the activities. Such skills can be identified during the second stage of the ecological analysis process. This process is described in greater detail in section 1.4.1.1.

1.2.3 Transition Plans

The movement towards community-based services has resulted in an increasing number of severely handicapped individuals participating in a variety of chronological age-appropriate school and non-school settings. Severely handicapped individuals no longer routinely attend the same segregated school from ages 6-21, and then move to an activity center where they remain until

retirement or death. Instead, many are moving through elementary and middle school into high school placements. Beyond high school, severely handicapped individuals have more vocational and residential options available than ever before. As a result of this community-based services trend, severely handicapped individuals are becoming involved in many learning, working, and living environments.

Severely handicapped persons frequently have difficulty adjusting, adapting, and generalizing skills to new environments. Without systematic instruction and longitudinal preparatory experiences focused towards subsequent environments, severely handicapped students may experience severe transition or adaptation difficulties upon leaving educational programs. Brown, Pumpian, Baumgart, Vandeventer, Ford, Nisbet, Schroeder, & Gruenewald (1981) present the Individualized Transition Plan as an educational strategy designed to minimize transition or adaptation difficulties by preparing individuals for entry into new environments. Such a plan assists educators and parents in developing an educational curriculum that is meaningful and functionally related to potential subsequent environments.

According to Brown, et al (1981) a transition plan should encompass at least the following seven characteristics.

1. The plan should be comprehensive, and should be designed and implemented to represent all curricular domains.

2. The plan should be individualized and should contain precisely stated transition objectives, training activities, materials and evaluation strategies which are functionally related to subsequent environments. It cannot be assumed that all students or clients will have the same needs in subsequent environments or that they

will even function in the same subsequent environments.

3. The plan should involve integral participation of parents and guardians to assist in targeting potential environments, delineating instructional objectives and providing assessment information.

4. The plan should include actual participation of both sending and receiving personnel to determine what to teach to best prepare the individual for the subsequent environment. This cooperation may help to avoid curricula consisting of skills that will not be functional in future environments, and should also allow receiving personnel to reduce or eliminate time spent teaching preparatory skills that could have already been acquired.

5. The plan should involve related service personnel who may be able to assist in the transition process. For example, a speech therapist may target the vocabulary that is required in the next environment and begin to build it into the communication program; a physical or occupational therapist may be able to recommend adaptations for the new environment or activities within that environment that will enable more independent participation.

6. The plan should provide for direct instruction in a variety of actual subsequent environments to facilitate generalization and adaptation in new settings.

7. The plan should be longitudinal. Transitions cannot be planned episodically or on a short-term basis if severely handicapped persons are to succeed in the next environment.

It is recommended that a transition planning process be initiated for students when they first enter an educational program, and that it be coordinated with the IEP process to ensure the development of preparatory educational curricula. A transition planning process is presented in Table 4. A detailed explanation of each component of this process, as well as sample forms, may be found in Appendix B of this manual.

TABLE 4

Transition Planning Process

WHEN STUDENT ENTERS PROGRAM	ANNUALLY PRIOR TO TRANSITION	6 MONTHS PRIOR TO TRANSITION
a. Identify potential subsequent environments and service providers b. Contact parents to discuss and identify additional potential subsequent environments. c. Visit subsequent environment(s) and conduct ecological analysis to identify requisite skills and behaviors. d. Meet with potential service providers to discuss transition concerns and plan for program coordination. e. Meet with support service personnel to obtain relevant assessment information and coordinate educational programs. f. Conduct discrepancy assessments to assist in delineating IEP goals and objectives. g. Delineate potential IEP goals and objectives. h. Provide training on transition-related skills in the next environment(s) or in settings which closely approximate them.	a. Attempt to pinpoint potential placements. b. Update parent inventory. c. Update ecological analyses. d. Meet with support service personnel. e. Update discrepancy assessments. f. Provide training on transition-related skills.	a. Identify case manager(s) in targeted subsequent environment(s). b. Familiarize case manager(s) with student. c. Consult with case manager(s). d. Identify specific IEP goals and objectives to address if appropriate. e. Arrange for transition of support services. f. Arrange for parents to visit targeted placements. g. Delineate follow-up strategies. h. Arrange for student to visit new placement.

POST TRANSITION: Sending and receiving personnel implement follow-up strategies.

It should be noted that many of the steps outlined in the transition planning process coincide with components of the IEP process. Most transition-related activities can be carried out while conducting the pre-IEP activities by simply considering subsequent placements. For example, discussing potential placements with parents can be done during the parent interview by including transition-related questions on the parent inventory. Priority environments in which ecological analyses are conducted can include potential future as well as current environments. Assessment information can be obtained to indicate how well the student performs activities required in future placements, and in what areas training will be needed. When prioritizing goals and objectives to be included in the IEP, instructional needs related to future transitions should be considered. As the date of the transition approaches, the amount of emphasis placed on transition concerns during the IEP process should increase; transition-related goals and objectives should become more specific to the target placements, and instructional programs should be designed to promote generalization to the new environment.

1.2.4 Potential IEP Goals and Objectives

The completed parent inventory, discrepancy assessment, and transition plan will enable the teacher to identify activities in which the student needs instruction. As depicted in Table 5, these activities may be listed on the form entitled "Potential IEP Goals and Objectives". Additional potential IEP goals and objectives may be obtained from support service personnel and

other relevant assessments. Upon completion of the entire assessment process, the teacher will have a list of potential goals and objectives to present at the IEP meeting. This list can serve as a framework for discussing and prioritizing the needs of the student and finalizing the selection of IEP goals and objectives.

TABLE 5
Potential IEP Goals and Objectives

I. USE FAST FOOD RESTAURANTS
- a. PLACE ORDER
- b. PAY CASHIER
- c. EAT MEAL APPROPRIATELY
- d. _____

II. USE PUBLIC RESTROOMS
- a. USE STALLS, TOILET
- b. WASH HANDS
- c. DEMONSTRATE DRESSING SKILLS
- d. _____

III. _____
- a. _____
- b. _____
- c. _____
- d. _____

IV. _____
- a. _____
- b. _____
- c. _____
- d. _____

V. _____
- a. _____
- b. _____
- c. _____
- d. _____

VI. _____
- a. _____
- b. _____
- c. _____
- d. _____

1.2.5 Summary of Pre-IEP Activities

Table 6 summarizes recommended pre-IEP activities for inclusion in the expanded IEP process. As mentioned in the footnote, the asterisks denote those activities that are typically performed by teachers during the traditional IEP planning process.

TABLE 6

Conducting Pre-IEP Activities

*1. Conduct parent inventory.

2. Conduct ecological analyses of priority environments.

3. Conduct discrepancy assessment.

*4. Conduct other relevant assessments.

5. Begin development of transition plan.

*6. Select potential IEP goals and objectives.

*These activities are typically already performed by teachers during the traditional IEP process.

1.3 Conducting the IEP Meeting

It is recommended that the following four items be addressed at the IEP meeting: 1) finalizing the selection of IEP goals and objectives; 2) completing the required sections of the IEP; 3) finalizing the transition plan; and, 4) finalizing the parent-teacher communication system. A brief description of how each of these items may be completed is provided below.

1.3.1 Selecting IEP Goals and Objectives

The teacher should present the list of potential IEP goals and objectives at the IEP meeting. It should be explained that the list was developed by synthesizing the information derived from discrepancy assessments, consultations with parents and support staff, and other relevant assessments. The IEP team should cooperatively prioritize the objectives and select those to be addressed in the current IEP.

1.3.2 Completing the IEP

The remaining components of the IEP which are required by law must be addressed at the IEP meeting. In addition to listing the annual goals and short term instructional objectives, a description of the student's present level of functioning must be included. To expedite the meetings, the teacher could prepare summaries of the assessment results in each area in advance and present them at the meeting. Objective criteria, evaluation procedures and schedules for measuring progress must be delineated. The extent to which the student will participate in a regular education program must be specified, along with a description of all special education and related services that the student is to receive. Finally, the projected dates for beginning the program and its anticipated duration must be included.

1.3.3 Finalizing the Transition Plan

When selecting goals and objectives to include in the IEP, emphasis should be placed on those which are directly related to future transitions. At the elementary level, all goals and objectives should be related to increased participation in current and potential future environments, although, the majority of goals may target current environments. For example, goals in the domestic domain may focus on increased participation in the student's home environment. At the high school level, however, the majority of the goals should be directly related to transitioning the student into future recreational, work, and

living environments, such as supervised employment and staffed apartments. It is essential that the IEP team determine the immediacy of the transition needs and ensure that transition related goals and objectives are given priority. Appendix B offers suggestions on how to develop an individualized transition plan.

1.3.4 Finalizing the Parent/Teacher Communication System

Selection of an appropriate system(s) for maintaining ongoing contact between the parents and teacher should have been made during the parent interview, as described in Section 1.2.1 and Appendix A. At that time, the types of information to be shared and a tentative schedule for communicating should also have been discussed. Once the IEP goals and objectives have been selected, the parents and teacher may want to further specify the nature of the information they would like to communicate. They may also finalize the schedule and select a date for beginning. Any additional concerns should be addressed at this time, so that both parties are comfortable with their decisions regarding the communication system prior to its implementation. Both the parents and the teacher should be flexible enough to allow for modifications of the system as the need arises.

1.3.5 Summary of IEP Meeting Activities

Table 7 summarizes activities completed during the IEP meeting.

TABLE 7
Conducting the IEP Meeting

*1. Select IEP goals and objectives.
*2. Complete IEP.
3. Finalize transition plan
4. Finalize parent/teacher communication system

*These activities are typically already performed by teachers during the traditional IEP process

1.4 Implementing the Total Education Program

1.4.1 Implementing the IEP Objectives

The objectives included in the IEP target activities that the student should learn to perform. When developing instructional programs, it will be necessary to analyze the activities further to identify the specific skills to be taught. Table 8 provides an example of how IEP goals and objectives can be task-analyzed for instructional purposes. Once the activities are sufficiently analyzed, instructional procedures should be developed and partial participation strategies can be delineated.

Another important consideration in implementing IEP objectives is determining where to teach the activity. It is essential that functional skills be taught and assessed in the natural environments where they will ultimately be performed in order to ensure that generalization occurs. It cannot be assumed that severely handicapped students who can perform an activity in the classroom (e.g., counting money), can also perform that activity in the actual environment (e.g., grocery store). Community-based training provides instruction in the actual environment so that students learn to perform the activities under

conditions and at the criteria required by the natural environment.

Some activities, however, may also be addressed in school to give the student additional practice. Simulated settings may be devised to approximate the actual setting, and teachers can employ instructional procedures that may not be practical or possible in community settings, such as repeated practice and errorless learning. In the sample task analysis depicted in Table 8, several of the activities could also be taught in school. The student could practice placing an order, paying the cashier, putting on and taking off his/her coat, and eating appropriately in a simulated restaurant, for example. Some of these activities could also be practiced at other times and in other locations, including the student's home. In-school (community-referenced) training can be very beneficial in promoting student progress, but it must be used in conjunction with community-based training to achieve maximum effects.

1.4.1.1 Phase II-Ecological Analysis Process. As previously discussed, the ecological analysis/discrepancy assessment process has been divided into two discrete stages. Stage I, the completion of generic ecological analysis, is explained in Section 1.2.2.1 of this manual. During Stage II of the process, specific training sites are selected and individualized task analyses of specific training activities are developed for the particular student and training site. Subenvironments and activities to be included in the specific ecological analysis will be determined by the identified IEP goal and objective for each student.

TABLE 8

Sample Task Analysis of IEP Goals and Objectives

Potential IEP Goals and Objectives

I. Use fast food restaurant
   a. Order meal
   b. Pay cashier
   c. Eat appropriately
   d. _____

II. Use public bus
   a. Board bus
   b. Ride bus
   c. Depart bus
   d. _____

III. Do laundry
   a. Sort clothes
   b. Use washer
   c. Use dryer
   d. Fold clothes

ANNUAL GOAL:

Given access to a fast food restaurant, the student will carry out all activities required to purchase and eat a meal independently on 3 consecutive occasions.

SHORT TERM OBJECTIVES:

1. Upon entering a fast food restaurant, the student will approach the counter and order a meal appropriately within 30 seconds on 5 consecutive occasions.
2. When the cashier verbalizes the amount owed, the student will give the cashier the next highest dollar amount of bills within 30 seconds and receive change on 5 consecutive occasions.
3. Upon obtaining a meal at a fast food restaurant, the student will eat appropriately and independently on 5 consecutive occasions.

TASK ANALYSIS

1. Enter restaurant
2. Wait in line/approach counter
3. Select items to be ordered
4. Order within 30 seconds of cue from counter person
5. Take out wallet
6. Remove money
7. Pay cashier within 30 seconds of cue from counterperson
8. Receive change
9. Put change in wallet
10. Take utensils, napkins
11. Pick up items
12. Use condiments
13. Locate empty table
14. Remove and store coat
15. Sit down
16. Prepare food
17. Eat appropriately
    a. Rate: finish one mouthful before taking another
    b. Amount: entire bites must fit in mouth
    c. Use correct utensils
    d. Use napkin efficiently with 5 seconds of having food visible on face, hands, clothes
18. Dispose of trash/tray
19. Put on coat
20. Leave restaurant

An initial step in the process is the development of training sites. Through the particular process identified by each school district, both in-school (community-referenced) and community training sites may be developed. Table 9 depicts the type of information that should be collected for each training site once it has been approved for use. A file of approved in-school and community trainin sites should be accumulated as sites are developed. Once it has been determined through the IEP process that community-based or community-referenced training is appropriate for a particular student, the teacher may access the file to determine which specific site would be the most appropriate for training. For example, if a need is identified through the generic ecological analysis/discrepancy assessment process to teach a student to use a fast food restaurant, the teacher could go to the approved training site file to obtain the information necessary to schedule training in a specific fast food restaurant.

Once the training site is determined and time is scheduled for training, the teacher should complete the specific ecological analysis and discrepancy assessment to determine the students' specific training needs. Table 10 depicts a format for conducting a specific ecological analysis and discrepancy assessment. Under the column headed "Individualized Program Steps for IEP Goals/Objective", the specific training steps individualized to meet the needs of the student and the specific training site would be listed.

TABLE 9

Approved Training Sites

GENERIC ENVIRONMENT: Fast-food restaurant

TRAINING SITE: McDonald's

ADDRESS: Bank Street, Burlington, Vermont

PHONE: 658-3656

CONTACT PERSON: F.T.

POSITION: Manager

TYPE OF FACILITY/SERVICES AVAILABLE: Fast food restaurant, will hire handicapped

ELIGIBILITY REQUIREMENTS: Public

HOURS: 7:30 a.m. - 11:00 p.m.

COST: very inexpensive

ACCESSIBILITY FOR HANDICAPPED: Persons confined to wheelchairs may need help with doors and must sit on ends of booths, tables. Bathrooms are accessible.

COMMENTS/SPECIAL CONCERNS:

TABLE 10

Specific Ecological Assessment

Generic Environment: Fast-food restaurant

Specific Environment: McDonald's

IEP Goal/Objective: The learner will purchase food and eat at a fast-food restaurant.

Student: J. B. Date: 5-17-83

Assessed by: Sue L.

Assessment Key: I=Completes step independently
P=Completes step with partial assistance
O=Full physical assistance

Individualized Program Steps for IEP Goal/Objective	Score	Comments on Social Behavior
1. Enters restaurant	I	
2. Takes out communication aid	P	
3. Chooses item	O	Rocking while waiting in line
4. Waits/approaches	P	Rocking
5. Orders	P	No eye contact with waitress
6. Puts communication aid away	I	
7. Takes out wallet	P	
8. Removes money	P	
9. Pays	O	
10. Waits for change	P	Rocking
11. Puts change away	I	
12. Puts wallet away	I	
13. Picks up item	P	
14. Locates seat	O	
15. Puts item on table	I	
16. Removes coat	P	
17. Hangs up coat	P	
18. Sits down	I	
19. Gets napkin	P	
20. Puts napkin on lap	P	
21. Prepares food	O	
22. Eats	P	Rocking
23. Uses napkin	O	
24. Disposes of trash	P	
25. Returns tray	P	
26. Puts on coat	P	
27. Exits restaurant	I	

The student would then be taken to the training site and asked to perform the necessary skills (e.g., order and eat lunch at McDonald's). Each step of the task analysis could then be scored as: 1) completes step independently (I); 2) completes step with partial assistance (P); or 3) completes step with full physical assistance (O). Under the heading "Comments on Social Behavior", the teacher would list behavior problems and/or lack of social skills for each step. The information gained through this process would then form the basis for the development of an individualized instructional program to teach the specific skills and social behavior necessary for independent use of the environment. It should be noted that the scoring system is an example. Teacher should develop a scoring system to meet the needs of each student.

1.4.2 Implementing the Transition Plan

The teacher maintains responsibility for ensuring that the activities delineated in the transition plan are carried out according to the schedule agreed upon at the IEP meeting. This may require confirming plans for meetings and reminding others of their responsibilities. As each activity is completed, the teacher should document the information as described in Section 3 of Appendix B (Scheduling and Documenting Transition-Related Activities). The transition plan format provided in Section 4 may assist teachers in carrying out this task. Activities and dates from the transition plan may be transferred to a master calendar to enable the teacher to keep up with transition plan responsibilities.

1.4.3 Implementing the Parent/Teacher Communication System

At the IEP meeting, the teacher and parents should have agreed upon a method and schedule for maintaining ongoing contacts. Teachers should be sure to do their part in initiating and maintaining contacts with the parents. Parents may need support and encouragement in getting started as well as continuing this contact. After parents and teachers experience the benefits of such communication, they often enjoy maintaining it.

1.4.4 Summary of IEP Implementation Activities

Table 11 depicts the activities involved when implementing the IEP. As described in the footnote, the asterisks denote those activities that are typically performed by teachers during the traditional IEP process.

TABLE 11
Implementing the IEP

*1. Task analyze IEP goals and objectives into teaching steps.

*2. Develop instructional programs.

*3. Decide where skills should be taught.

4. Implement transition plan.

*5. Implement parent/teacher communication system.

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*These activities are typically already performed by teachers during the traditional IEP process.

1.5 Summary of the Expanded IEP Process

Table 12 is a compilation of Tables 1, 6, 7, and 11. It is depicted here to summarize the entire expanded IEP process and suggested activities. It should be emphasized that the activities listed are suggested and in no way constitute a complete listing of possible activities. The order in which activities are conducted should be flexible and tailored to the needs of students, parents, teachers and individual school systems. It is, however, strongly suggested that the activities listed be accomplished in a systematic manner.

TABLE 12

Summary of the Expanded IEP Process

Planning Pre-IEP Activities

*1. Review student records.
*2. Consult curriculum guidelines.
*3. Consult community resource guides.
4. Identify potential educational, vocational, residential and other community environments for which training and/or transition planning may be needed.
5. Identify potential in-school environments for which training, integration, and/or transition plans may be needed.
*6. Begin planning a parent/teacher communication system.

Conducting Pre-IEP Activities:

*1. Conduct parent inventory.
2. Conduct ecological analyses of priority environments.
3. Conduct discrepancy assessment.
*4. Conduct other relevant assessments.
5. Begin development of transition plan.
*6. Select potential IEP goals and objectives.

Conducting the IEP Meeting:

*1. Select IEP goals and objectives.
*2. Complete IEP.
3. Finalize transition plans.
4. Finalize parent/teacher communication system.

Implementing the IEP:

*1. Task analyze IEP goals and objectives into teaching steps.
*2. Develop instructional programs.
*3. Decide where skills should be taught.
4. Implement transition plan.
*5. Implement parent/teacher communication system.

* These activities are typically already performed by teachers during the traditional IEP process.

2.0 THE IN-SCHOOL SOCIAL INTEGRATION COMPONENT

The goal of the In-School Social Integration Component is to improve the frequency and quality of social interactions between severely handicapped and nonhandicapped students in school settings, so that they may become "special friends". The model has three subgoals: 1) increasing opportunities for social interactions; 2) enhancing social interactions within the established opportunities; and 3) maintaining the opportunities. Strategies for increasing, enhancing and maintaining social interaction opportunities will be addressed separately, although they are all interrelated.

The Burlington model suggests that specific strategies used to increase, enhance and maintain social interactions should be individualized to meet the particular needs and characteristics of individual schools. However, even though the strategies should vary, the process for deriving the strategies may be similar across schools. All teachers of severely handicapped learners may follow a similar process to identify strategies for: obtaining administrative and parent support; identifying and creating social interaction opportunities; recruiting nonhandicapped students to interact with severely handicapped students; and promoting positive attitudes toward integration. The Burlington model developed a social integration plan to assist teachers of severely handicapped students in identifying and implementing strategies for their own school. The following section is devoted to describing a social integration plan and providing guidelines for developing and implementing it in a public school.

2.1 The Social Integration Plan

A social integration plan delineates strategies that may be used to increase social interactions between severely handicapped students and nonhandicapped individuals in the school setting. The process for developing such a plan is described in this section, and forms which may be helpful in developing, implementing and evaluating the plan are presented. Prior to describing how to develop a social integration plan, it may be helpful to share some of the feedback received from teachers who have utilized this process.

The forms referred to in this section are tools which may provide teachers with assistance in conceptualizing and developing a social integration plan. Blank copies of these forms may be found in Volume VI. The forms may be most beneficial to teachers and schools for which planning social interactions is a new endeavor. Teachers typically indicate that after they have used the forms to complete the planning process once, continued use of them is not mandatory. The commitment of the teacher and the development of positive working relationships with other staff in the school serve to sustain the social interaction activities.

It is recommended that a task force be formed to develop the social integration plan. This task force should be comprised of a team of people from the local school district, such as administrators, regular and special education teachers, support staff and interested parents. The purpose of soliciting input from these people is to avoid the perception that social integration is solely a special education venture and to allow the school to feel that it has ownership of the project. Teachers who

have used task forces to develop and implement social integration plans indicate that task force input was invaluable. However, teachers caution that task force meetings should be kept to a minimum. People on the task force typically have busy schedules and are hesitant to commit themselves to frequent task force meetings. A strategy that some teachers have found effective is to call the group a planning team rather than a task force. For many administrators and teachers, participating in a task force implies that they are committing themselves to a substantial number of meetings and additional work. In many cases, it has only been necessary to have planning meetings twice a year: once at the beginning to confirm plans for the current year, and once at the end to begin planning for the following year. Teachers indicate that it is often more convenient to update people at regularly scheduled staff meetings and to meet with people on an individual basis throughout the year, rather than to convene formal task force meetings.

Teachers who have implemented social integration plans have engaged in such activities as making presentations at staff meetings, making presentations to regular education classes, recruiting peer tutors and buddies, and jointly planning interaction activities with regular education teachers. The special education teachers indicate that as a result of the social interaction activities, they and their students are being more readily accepted in the schools. Although developing and implementing a social integration plan takes time and effort, teachers have found this time and effort to be very worthwhile.

The development and implementation of a social integration plan can be accomplished by performing the following four steps:

1. recruiting task force members;
2. conducting task force meetings to generate strategies for obtaining further support for the project and promoting social interactions in school;
3. scheduling social integration activities; and
4. monitoring and evaluating the plan.

Each of these steps are discussed in the following sections of this manual.

2.1.1 Recruiting Task Force Members

The person(s) initiating the development of a social integration plan should begin by defining strategies for obtaining support for the plan from administrators, parents and other school personnel. As depicted in Table 13, these strategies can be listed in Part I of the Social Integration Plan (Strategies for Recruiting Task Force Members). The three columns following the strategies can be used to indicate whether the strategy was used, when it was implemented and its perceived effects. This information will provide a permanent record for use by current and future task force members.

After implementing the strategies for soliciting support, an initial task force meeting should be scheduled. Since task force activities will be facilitated by administrative support, the building principal and other administrative personnel (e.g., guidance counselors) should be encouraged to attend this meeting

TABLE 13
Social Integration Plan

I Strategies for Recruiting Task Force Members

	Not Used	Date Implemented	Effect
ADMINISTRATORS			
Arrange meeting to discuss plan		10/4	Good idea to begin by discussing plan with principal. Received many helpful suggestions and information regarding policy considerations
Request suggestions for procuring teacher support		10/4	
Invite principal to attend meeting		10/4	
Discuss including articles on the Social Interaction Project in the school newsletter to be sent to administrators, school personnel and parents informing them of the status of the project		10/4	Articles were included and positive comments were received by people reading the newsletter
TEACHERS AND SUPPORT STAFF			
Conduct inservice to describe our class	X		
Speak to teachers and support staff individually		10/8	Good to do before sending invitations
Send invitations to all teachers and support staff to attend first meeting		10/17	Reminder of meeting date
PARENTS			
Send school newsletter which describes the project to parents of all students attending the school		10/12	Received feedback from several parents, both positive and negative
Invite parents of the severely handicapped to visit class and attend first meeting		9/21	40% attendance
OTHER			
Speak with cafeteria staff, custodian, secretaries, librarians, etc., about the project and invite them to attend first meeting		10/16	Excellent. Only two staff attended meeting but many expressed interest in helping.

and become task force members. Invitations should also be extended to regular education teachers, support staff and other individuals who have expressed interest in promoting social interaction activities. School administrators should be asked to recommend additional staff members who may wish to participate.

At the initial task force meeting, the rationale for the project and the functions of the task force should be explained using the guidelines outlined in Table 14. Task force members may then be listed in Part II of the Social Integration Plan, as shown in Table 15.

2.1.2 Conducting Task Force Meetings

As mentioned previously, initiators of the social integration plan may meet with task force members informally on an individual basis, or may arrange regularly scheduled task force meetings. If a formal meeting is arranged, it should have a specific agenda which is task-oriented. Collaboration with the school administrator who is on the task force is helpful when planning the agenda, since greater involvement on the part of the school's administration may result in increased credibility and support for the project. At the end of each task force meeting, the proceedings should be summarized and the agenda, time and location of the next meeting should be set. Meetings should not be scheduled unless there are specific tasks to be accomplished.

One purpose of the task force meetings is to develop, implement and evaluate strategies for soliciting additional support from administrators, parents, teacher, and other school personnel. These strategies may be listed in Part III of the Social Integration Plan, as illustrated in Table 16.

TABLE 14

Functions of the Social Interaction Task Force

1. The main purposes of the task force are to generate strategies for a) obtaining further support for the project and b) promoting social interactions in school.

2. The task force should be asked to provide guidance and suggestions on the following items necessary for developing a Social Interaction Plan.

   a. activities and school environments in which social integration and interactions can be facilitated;

   b. strategies for encouraging and recruiting nonhandicapped learners to participate in the project;

   c. strategies for providing information to nonhandicapped learners on handicaps and social integration;

   d. strategies for providing information to other teachers and staff on handicaps, social integration and the project;

   e. strategies for including education on handicaps and social integration within the regular curriculum such as including a unit on social integration as part of a social studies or civics curriculum;

   f. strategies for training nonhandicapped peers to socially interact with the handicapped;

   g. strategies for facilitating and maintaining a close working relationship between special and regular education teachers in the building; and

   h. strategies for enhancing support for the project throughout the school.

3. Once the Social Interaction Plan has been implemented, the task force should develop methods for making it an institutionalized part of the school program.

TABLE 15

II. Social Integration Task Force Members

Name	Position
Ann C.	Teacher Severely Handicapped (SH)
Carol F.	Principal
Bob H.	Speech/Language Pathologist
JoAnn B.	Teacher - Kindergarten
Bill M.	Teacher - Grade 1
Doris P.	Librarian

TABLE 16

III. Strategies for Soliciting Additional Support

ADMINISTRATORS	Person Responsible	Date Implemented	Effect
Principal is task force member and included in future planning and evaluation	Principal	10/4	Imperative
Assistant Principal will be kept informed of all components of the plan	Principal	10/5	Good
School newsletters will be sent to Special Education Coordinators, Superintendent, and Assistant Superintendent of Schools	SH Teacher	11/2	Excellent Response
TEACHERS AND SUPPORT STAFF			
Present updates of the plan at each faculty meeting and invite suggestions for improvements	Principal, SH Teacher	10/17	All faculty members aware of project
SH Teacher will provide list of resources for including information on interacting with handicapped people in Social Studies curriculum	SH Teacher	11/4	Used by three teacher
Support service providers will be asked to do presentations in regular classes describing the services they provide (Career Awareness for nonhandicapped students)	Principal	10/18	Most students offered positive feedback
PARENTS			
Newsletters will be sent to all parents requesting their comments and ideas	SH Teacher	11/2	Received feedback from 26 parents, positive and negative
OTHERS			
School staff workers (e.g., cafeteria workers, secretaries, nurse) will receive the social interaction newsletter to inform them about the plan and ask for ideas and comments	SH Teacher	11/2	Only positive feedback was received

Another goal of the task force is to develop specific strategies for promoting social interactions. Using Part IV, these strategies may be organized into the following four categories: a) promoting interactions between severely handicapped and nonhandicapped students; b) promoting interactions between severely handicapped students and school personnel; c) promoting attitudinal changes; and d) making the project an ongoing part of the school program. Table 17 presents examples of such strategies.

2.1.3 Scheduling Social Interactions

As the plan is being put into effect, a Social Interaction Schedule (Part V.D of the plan) should be completed by the special education teacher to depict the social interaction activities in which each severely handicapped student will be involved. This schedule will be helpful in monitoring and evaluating the Social Integration Plan. For each activity, the schedule should indicate the time and days when it will occur, the location, which handicapped and nonhandicapped students will be involved, and who will supervise the activity. Table 18 presents a completed Social Interaction Schedule.

2.1.4 Monitoring and Evaluating the Plan

Once the plan is complete, the strategies and procedures outlined may be implemented to afford maximal interactions between

TABLE 17

IV. Sample Strategies for Promoting Social Interactions

	Person Responsible	Date Implemented	Effect
WITH NONHANDICAPPED STUDENTS			
Ask each teacher to identify students interested in the project	SH Teacher	11/16	50% Response
Institute peer tutoring program; train students to carry out programs and collect data for grades and credit	SH Teacher & aides	11/16	22 students interested
Institute peer buddy program on a volunteer basis	SH Teacher & aides	11/16	11 volunteers
Recruit students through school announcements and short presentations to interested classes	SH Teacher	10/18	as above
Mainstream SH students during recess, lunch, Physical Education, and library time with assistance of interested teachers	SH Teacher, 2nd grade teacher, Librarian	10/10	all students mainstreamed ½ hour daily. No negative feedback.
WITH SCHOOL PERSONNEL			
Provide support to regular teachers when SH students are integrated to help them interact effectively	SH Teacher & aide	10/28 and as needed	Feedback indicated that this was helpful. Few requests, however.
Assist interested cafeteria staff, library staff, school nurses, custodians, etc., in interacting with severely handicapped students	SH Teacher & aides	10/31 and as needed	
PROMOTING ATTITUDINAL CHANGES			
Maintain high visibility (lunchroom, gym, playground, halls), so that nonparticipating teachers and students will note involvement of others	SH Teacher	daily	Unknown
Put articles in school newsletters to inform personnel of progress, request comments and ideas, and invite additional participation	SH Teacher	11/2	Have received feedback from parents, school personnel and administrators - positive and negative
Present updates and invite input at faculty meetings	Principal and SH Teacher	10/17	
MAKING THE PROJECT AN ONGOING PART OF THE SCHOOL PROGRAM			
Make social interaction articles a regular feature of school newsletter	SH Teacher and Principal	11/2	Had to limit mailing list due to cost
Make Social Interaction reports a part of every faculty meeting	Principal	10/17 and monthly thereafter	Excellent - all teachers are aware of project
Offer Peer Tutor and Peer Buddy Programs as part of school's extra curricular activities	Principal & SH Teacher	11/16	Very active programs
Encourage teachers to include units on interacting with the nondicapped as a part of the Social Studies curriculum	Principal	11/18 at faculty meeting	Three teachers requested resources for developing a unit

TABLE 18

V. Social Interaction Schedule

Activities	Time	Day	Location	Handicapped Students	Nonhandicapped Students	Supervisor
SH children visit other classrooms for scheduled activities	9-9:10 10-10:30 1-1:30 1:30-2	M-W-F M-W-F M-W-F M-W-F	1st grade 2nd grade 1st grade 2nd grade	Bill, Joe, John, Mary, Sandra, Bob, Bill, Mary	1st graders 2nd graders 2nd graders 1st graders	1st gr. tchr 2nd gr. tchr 2nd gr. tchr 1st gr. tchr
Peer tutors work with SH students	10-10:40 1:15-2:00	M-F M-F	SH classroom and locations where programming is to occur	Bill, Joe, John, Mary, Bob, Sandra	Todd, Leslie, Nancy, Tom, Dick, Ann	Special tchr & aides
Peer buddies for gym, recess and lunch	9-9:30 10-10:30 12-12:40	T-TH M-F M-F	Gym Playground Lunchroom	All SH students	Marcia, Bill, Wes Wayne, Ginny, Milly	Special tchr & aides
Go to Learning Center with peer tutors	2-2:30 2-2:30	M W	Learning Center	Sandy, Bob, Mary, Joe	Todd, Tim, Dick, Mary	Learning Center staff
Community-based shopping activity	2-2:30	M, W	Shopping center	Bill John	Ann, Leslie	Special tchr

the severely handicapped students and nonhandicapped peers and adults. The task force members should meet periodically to monitor implementation of the strategies and recommend necessary adjustments. This may be accomplished by a) reviewing Parts III and IV of the plan to ensure implementation and to determine the relative effectiveness of each strategy, and b) reviewing the Social Interaction Schedule to assess the types and frequency of social interaction activities for each severely handicapped student.

A summary of the Social Integration Plan should be completed by the special education teacher at least yearly and should include:

a. results of the strategies implemented to obtain support for the project;

b. results of the strategies implemented to promote social interactions;

c. recommendations for continuing and implementing the plan;

Table 19 provides an example of such a summary.

The completed Social Integration Plan may be used to report results to parents and teachers, and may serve as a basis for articles in the school or community newspapers. In subsequent years the plan may be updated and used by various special educators in the school. Social Integration Plans may also be shared with interested teachers from other schools to assist them in developing their own plans.

TABLE 19

VI. Sample Summary and Evaluation

A. Results of Strategies Implemented to Obtain Support for the Project

Principal has been very supportive and influential in eliciting support from others. It appears that the strategies used were very effective although some parents and a few teachers do not support the project. The newsletter articles were met with enthusiastic support.

B. Results of the Strategies Implemented to Promote Social Interactions

All SH students were engaged in activities with nonhandicapped peers daily, but the quality of interactions needs improvement. The peer tutors and peer buddies need more effective training and supervision. The recruitment strategies were excellent.

C. Recommendations for Continuing and Improving the Plan

Develop more systematic procedures for the training and scheduling of peer tutors and buddies. Continue articles in the newsletter and presentations at faculty meetings. Do not continue to solicit involvement from those teachers and parents who are not supportive. Recruit additional task force members. Continue strategies outlined. Task force meetings should also be continued.

3.0 COMMUNITY INTEGRATION COMPONENT

The goal of the Community Integration Component is to improve the frequency and quality of social interactions between severely handicapped students and nonhandicapped persons in general community settings. Methods to achieve this goal include: 1) teaching severely handicapped students to participate more independently in community settings; 2) teaching social interaction skills as integral components of all activities of daily living; 3) using community-based and community-referenced approaches for teaching the skills; and 4) providing information to community members on how to interact with severely handicapped students.

Within this section, strategies for developing the Community Integration Component and the relationships between the Community Integration Component, community-based and community-referenced training, and the Parent Involvement Component will be discussed. For a comprehensive description of the Community Integration Component, refer to Volume II, Burlington's Making Special Friends Project: Model Overview.

3.1 Relationship Between the Community Integration Component and Community-Based and Community-Referenced Training

Community-based training refers to the assessment and training of skills in the environments in which they will ultimately be performed. Community-referenced training refers to training on skills required in community settings which takes place in the classroom or simulated settings. During

community-referenced training, periodic assessment of skill acquisition within targeted community settings should occur.

Community-based and community-referenced training are considered major vehicles for the implementation of the Community Integration Component. While community-based training and community-referenced training generally concern the teaching of specific skills to accomplish a necessary task within a community setting (e.g., teaching the steps involved in ordering food in a fast-food restaurant), the Community Integration Component emphasizes the assessment and training of the social skills involved within the particular task and setting as an integral part of skill training. Specific procedures for assessing the social training needs of individual students are addressed in Section 3.3.3.2 of this manual.

3.2 Relationship Between the Community Integration Component and the Parent Involvement Component

Parental involvement is a necessary part of the Community Integration Component. During the school careers of each severely handicapped student, the opportunities for interaction within community settings for skill training, generalization and maintenance are obviously limited by the number of years in school, the number of hours in the school day, and the resources that the school can provide for integrating the student within community environments. Outside of school hours, during vacations and after the student graduates from school, it is the student's parents (or care-givers) who determine when, where, and how often the student will enter community settings and participate in

community activities. For this reason, the development of the Community Integration Component and the development of the Parent Involvement Component must be closely linked.

Through the process of administering the Parent Inventory and the Parent/Teacher Communication System, parents may identify community settings to which the student has frequent access, as well as those settings in which they would like the student to participate. Teachers and other school personnel must address the needs and desires of the student's parents and communicate with them on a regular basis in order to increase the student's access to community settings and enhance the generalization and maintenance of requisite skills.

3.3 Developing the Community Integration Component

The following strategies for developing the Community Integration Component Model will be addressed in this section: 1) the development of administrative support; 2) the development of a community-based training model; and 3) social integration training of handicapped and nonhandicapped individuals in the community. It should be stressed once again that specific strategies should be individualized to meet the particular needs of individual school systems.

3.3.1 Gaining Administrative Support

The first and possibly the most important step in developing the Community Integration Component is to gain administrative support for community-based and community-referenced training

activities. A major challenge present in most school systems is that policies, procedures and service delivery systems are geared towards the traditional educational model (educating students within classroom environments within the particular school setting). When teachers begin to consider educating students outside of the classroom and outside of the school, they usually have numerous questions that need to be answered. For this reason, administrative support and planning are essential.

The methods for developing administrative support for training in the community need to be developed on a situation by situation basis. Methods that may work in one school district may be totally inappropriate for use in another. For this reason, an individual who is trying to initiate a community-based training program must develop a plan for securing administrative support which is tailored to the particular circumstances present in that school district.

3.3.2 Developing the Service Delivery Model

Once administrative support is gained, it becomes the task of the school administrators to insure that school policies and procedures allow for the development of a community-based training model. If such policies are not already in place, administrators and teachers should initiate appropriate policy changes. Examples of possible school policies or procedures that may need attention include:

1. policies that require a certified teacher to be in direct control of every student in his/her classroom at all times throughout the school day;

2. insurance concerns (e.g., does coverage apply to students when educational programming takes place outside the school grounds); and

3. transportation availability and costs.

Again, specific policies already in effect and methods required to accomplish policy change will differ for each school system.

When it is determined that school policies will allow for the development of a community-based training model for educating severely handicapped students, the delivery system itself must be developed. When developing the service delivery model, at least the following essential questions must be answered.

1. Who will do the community-based training? Will a teacher be assigned to implement community-based training for all of the severely handicapped students in the district? Will each teacher be responsible for the training of their assigned students? Can instructional aides provide community-based training?

2. Who will develop training sites and what will the process be?

3. What are the transportation needs? How will transportation be scheduled and provided?

4. How will community-based and community-referenced training objectives be incorporated into the IEP process?

5. What are the guidelines for determining which students will receive community-based and/or community-referenced training?

6. How can parental input be incorporated into community-based and community-referenced training?

7. How can community support be gained for the model?

At this point in the process, it may be advantageous to create a task force comprised of regular and special education

teachers, administrators, parents and community members to assist in the development of the service delivery system. The task force may generate ideas for the following items:

1. input regarding the development of curriculum guidelines for elementary, middle and high school aged severely handicapped students in regards to provision of community-referenced and based training at each level;

2. suggestions for the relocation of existing school resources to meet community-based training needs;

3. strategies for identification and development of community sites in which training might occur;

4. strategies for developing peer-tutoring or volunteer programs to provide additional resources for model implementation;

5. strategies for facilitating community members socially interacting with the handicapped;

6. strategies for institutionalizing community-based training as a part of the school curriculum;

7. strategies to enhance support for the project throughout the community.

The specific activities performed by the task force will, of course, depend upon specific circumstance and the administrative process within each school system. Should a task force model be considered, Section 2.1 of this manual provides a more in-depth explanation of the task force process.

3.3.3 Social Interaction Training in the Community

There are two major concerns which should be addressed when training social interaction skills in community settings. The first concern is the training of nonhandicapped persons to socially interact with severely handicapped students. Second,

severely handicapped students must be trained to interact appropriately with nonhandicapped community members.

3.3.3.1 Training Nonhandicapped Persons to Interact with Severely Handicapped Students. There are no prerequisite social skills for integrating even the most severely handicapped individuals into the community. If we assumed that social skills such as engaging in conversations were necessary skills for community integration, some severely handicapped students would never be ready. Indeed, some individuals are so severely handicapped that even rudimentary social skills such as making eye contact and smiling in response to pleasurable events may take years to learn. For this reason, it is essential that a portion of social skills training be devoted to the training of nonhandicapped persons to interact with severely handicapped persons.

The simplist and least structured method to teach nonhandicapped persons to accept and interact with severely handicapped students is educators modeling appropriate ways of interacting with handicapped students while in community settings. When educators treat severely handicapped students with respect and dignity, community members observing the interaction will tend to treat severely handicapped students in the same manner. Two simple guidelines for training in the community are:

1. limit the number of severely handicapped students taken to a community training site to one or two students at a time. Entering the community with large groups of handicapped students tends to draw undue attention to the group. One goal is for community members to

look upon handicapped students as individuals and not simply as members of the severely handicapped class.

2. If community members seem concerned or ask questions, introduce yourself and the handicapped students. Explain what you are doing, answer any questions. Be sure not to talk about or around the student(s). Try to involve the student(s) in the conversation as much as possible.

Along with modeling appropriate social interactions with severely handicapped students while in community settings, the development of a trainer advocate model can be very effective. Trainer advocates are educators who inform people in the community about the community-based training program and provide them with information on how to interact with severely handicapped individuals. Trainer advocates might develop news releases for the local newspaper or radio stations, meet with civic, church and other community groups or simply meet with people at the community training sites on an individual basis to explain the model, solicit community support, or answer questions that might arise. Maintaining good public relations and providing information to nonhandicapped persons is critical to the success of any community integration program for severely handicapped students.

3.3.3.2 Training Severely Handicapped Students on Social Interaction Skills. When teaching a severely handicapped student social skills in community settings, the specific social skills taught should be directly related to the community-based IEP objectives identified for that student. For example, if a community training need is identified for teaching a student to order and eat lunch in a fast food restaurant, the social skills

involved in ordering and eating in that restaurant should be taught concurrently with the skill training program.

As mentioned in previous sections of this manual, an ecological analysis approach can be extremely useful in determining what skills are necessary to complete a given task in a community setting.

Once the decision is made at the IEP meeting to teach a particular student to eat in a fast food restaurant, the particular restaurant in which the training will occur is selected. Next, the generic ecological analysis is completed and broken down into teaching/assessment steps taking into account the particular restaurant and the particular student. Table 20 provides an example of a generic ecological analysis and a list of potential program steps for eating in a fast-food restaurant.

Once the list of program steps is complete, the student is taken to the restaurant to assess which steps the student can perform and which steps will need additional training. During the assessment phase, any lack of social skills (e.g., student does not make eye contact with counter person; student ignores greetings of other customers), or the presence of maladaptive behavior (e.g., student rocks back and forth while waiting in line) should be noted. A sample data sheet which may be used during this assessment phase can be found in Table 10 (Section 1.4.1.1).

Once the assessment of the student has been completed, the training program must be developed and implemented. Table 21 provides a sample data sheet for teaching a student to eat in a fast food restaurant based on the information provided by the

specific ecological assessment.

As indicated in Table 21, a new training step (5.a."makes eye contact") was added to the original list of program steps delineated in Table 20, and the data sheet was expanded to include a scoring system to reflect changes in rocking behavior. It should be noted that the data sheets presented in Tables 10 and 21 are merely for illustrative purposes. The data sheets developed for actual use in community settings should be individualized to meet data collection and training needs. For instance, some teachers prefer to collect data on 3x5 cards and then transfer the data to a formal data sheet at a later time in order to be less conspicuous. Also, depending upon the student and tutor being trained, periodic probe data may be more appropriate than taking data on a continuous basis.

TABLE 20

Generic Ecological Analysis of Fast Food Restaurants

- COUNTER
  a. Wait in line
  b. Place order
  c. Pay cashier
  d. Take napkin, straw
  e. Eat food

- DINING AREA
  a. Carry food
  b. Select table and seat
  c. Eat meal
  d. Clean up, throw away paper, return tray
  e.

- RESTROOMS
  a. Enter through double doors
  b. Use toilet, stall doors, urinals
  c. Wash hands in sink
  d. Demonstrate dressing skills required for toileting
  e.

Potential Program Steps

1. Enters restaurant
2. Takes out communication aid
3. Chooses item
4. Waits/approaches
5. Orders
6. Puts communication aid away
7. Takes out wallet
8. Removes money
9. Pays
10. Waits for change
11. Puts change away
12. Puts wallet away
13. Picks up item
14. Locates seat
15. Puts item on table
16. Removes coat
17. Hangs up coat
18. Sits down
19. Gets napkin
20. Puts napkin on lap
21. Prepares food
22. Eats
23. Uses napkin
24. Disposes of trash
25. Returns tray
26. Puts on coat
27. Exits restaurant

TABLE 21

Sample Data Sheet for Teaching Restaurant Skills

	Score	Duration of Activity
1. Enters restaurant	(+) -	
2. Takes out aid	(+) -	5 sec.
3. Chooses item	(+) -	45 sec.
4. Waits/approaches	+ (-)	2 min.
5. Orders	+ (-)	
5a. Makes eye contact	+ (-)	
6. Puts aid away	(+) -	
7. Takes out wallet	(+) -	
8. Removes money	(+) -	
9. Pays	+ (-)	
10. Waits for change	+ (-)	10 sec.
11. Puts change away	(+) -	
12. Puts wallet away	(+) -	
13. Picks up item	(+) -	
14. Locates seat	+ (-)	
15. Puts item on table	(+) -	
16. Removes coat	+ (-)	
17. Hangs up coat	(+) -	
18. Sits down	(+) -	
19. Gets napkin	(+) -	
20. Puts napkin on lap	(+) -	
21. Prepares food	(+) -	
22. Eats	(+) -	6 min.
23. Uses napkin	+ (-)	
24. Disposes trash	(+) -	
25. Returns tray	+ (-)	
26. Puts on coat	+ (-)	
27. Exits restaurant	(+) -	
# of independent steps	18	Total time- 8min. 30 sec.

Scoring Key + Step independently initiated and performed

- Step required cue/prompt

4.0 PARENT INVOLVEMENT COMPONENT

Limited parental involvement has been considered a major shortcoming in the field of severely handicapped education (Hill and Wehman, 1980). Frequently, parents desire assistance in teaching their children to perform and maintain skills at home and in the community. Many parents remain unaware of what educational objectives and community services are functional and appropriate for their severely handicapped children. They may be unsure of what their child can and should learn in school and be unfamiliar with the best educational practices. Lack of information and support can make it difficult for parents to evaluate and adopt reasonable goals for their children's future.

The Parent Involvement Component provides a method to increase and maintain social interactions between severely handicapped students and nonhandicapped people by facilitating parental participation in educational services. To achieve this result, parents must receive the information and support needed to become advocates for and providers of community-based activities for their severely handicapped children. Parents are a key to the success of educational programs since their input and support are crucial in developing, implementing and maintaining all aspects of a quality service delivery system.

A Parent Involvement Component should have at least four goals: 1) encouraging parental input into the overall service delivery model; 2) increasing and maintaining input from parents regarding their child's educational program; 3) increasing and maintaining contact between parents and teachers; and 4) providing

information and support to parents. Descriptions of how each of the four goals can be addressed are provided in the following sections.

It is important to note that severely handicapped students who attend public schools usually live in a variety of settings, including natural homes, foster homes, group homes, nursing homes and staffed apartments. Efforts must be made to include all primary care givers in all activities of the Parent Involvement Component. Throughout this manual, the word "parent" refers to all primary caregivers.

4.1 Encouraging Parental Input into the Service Delivery Model

Parental input regarding curriculum and educational services should be encouraged to insure that the needs of parents and their children are addressed. One means of securing parental input is through the development of task forces. A task force of parents, teachers and administrators can be formed to provide input regarding the curriculum and the overall service delivery model. This task force should have input at various points in the model's conceptualization, implementation and evaluation.

Another task force, composed primarily of parents of the severely handicapped students, should be organized to provide direct input into the Parent Involvement Component. A primary task for this group should be to devise and review parent involvement strategies (e.g., the parent inventory, the survey of parent information and support needs, various parent/teacher communication systems). Parents should actively participate in using the strategies, and providing valuable feedback on their

format, usefulness, clarity and completeness. Based on this feedback, the strategies should be revised. The task force should suggest methods for developing close working relationships among parents, teachers and administrators in meeting the educational needs of severely handicapped learners.

4.2 Soliciting Parental Input into Educational Programs

One strategy for soliciting parental input into their child's educational program is through the use of the parent interview format. Parent interviews should be initiated by the teacher and conducted annually prior to the development of the student's IEP. Aspects of the program which should be addressed at the parent interview include at least the following:

a. parents' perceptions of their child's educational needs;

b. the types of activities in which their child participates at home and in the community;

c. the extent to which their child participates in the above activities independently;

d. what home and community activities the parents would like their child to perform more independently;

e. parents' perceptions of their child's future;

f. parental preferences for a system for maintaining on-going contact with the teacher; and

g. parents' information and support needs as related to advocating and caring for their child.

It is recommended that these interviews be carefully structured to ensure that all pertinent areas are discussed, and that the information obtained is recorded for future use in IEP development. The parent inventory was the tool which was developed to provide this organization. The Parent Inventory is discussed further in Section 1.2.1 of this manual. A sample completed parent inventory, general procedures for conducting a parent interview, and detailed instructions for completing a parent inventory are presented in Appendix A.

4.3 Maintaining Contact Between Parents and Teachers

A parent/teacher communication system can be developed during the interview in which the parent inventory is completed. At this time, the teacher can discuss the need for maintaining ongoing contact with the parents. As the parents identify goals, objectives and activities for their child to learn at home and in the community, the teacher can request their assistance in promoting generalization and maintenance of the skills. It is imperative for teachers to do their best to facilitate parental involvement. A tactful, unthreatening, open and flexible approach to presenting methods for involvement may be most successful.

Several methods have been used by parents and teachers to maintain ongoing contact. Descriptions of various methods will be provided in this section along with suggestions for determining the types of information to be communicated.

One method parents and teachers have used to share various information is a log book system. Small notebooks can be sent

back and forth between home and school to relay important information. The parents and teacher decide on the types of information they would like to communicate and the frequency with which the notebooks will be sent. The information shared may be either general or specific making this system very flexible. For example, some teachers use log books to communicate both daily messages and anecdotes to the parents, sending the book home with the student. The parents, in turn, return the book answering teacher inquiries and adding messages, anecdotes and questions. Some teachers find the log book very useful in facilitating dialogue with the students regarding home and community social integration activities. Parents and teachers who use the log book system typically exchange the notebooks on either a daily or weekly basis.

Informal telephone contacts comprise another strategy for maintaining ongoing communication between parents and teachers. In most cases, phone calls are made by either party as the need arises. Most parents and teachers appreciate having the option to call each other when problems or questions arise. This system is not as convenient when extended telephone conversations about a student are necessary. For these contacts, the teacher and parents could set aside one evening a week as "phone night" to discuss the student's needs by telephone. In this way, no one would be inconvenienced by unscheduled calls of long duration.

Some teachers elect to send periodic newsletters to parents to inform them of general classroom events. The newsletter should not contain specific information about individual students, but should provide parents with news about the teacher, other staff

members, and general classroom and school activities.

Parents may be invited to visit the classroom so that they may observe their child. These school visits may be frequent and unscheduled if the teacher is flexible and supportive. If the parents would like to confer with the teacher, however, school visits should be carefully scheduled and task-oriented.

The last method of maintaining ongoing contact discussed in this section is the Report Card System. This strategy is a very structured method for sharing specific information regarding instructional activities and social interaction activities which parents are monitoring at home. Parents who choose to use this system must be committed to providing instructional activities at home and in the community and monitoring their child's performances. Due to the amount of commitment involved, this method may not be acceptable to many parents.

The purpose of the report card system is twofold. First, it can be a highly effective means of promoting the maintenance of skills taught in school and their generalization to home and community settings. Second, it can be used to monitor the frequency and perceived quality of social interactions and integration opportunities at home and in the community. The system developed and implemented in the Burlington schools will be described in detail, including sample formats for implementation.

Two separate reports cards have been developed by the Burlington model. The IEP Report Card is used by parents to record the student's performance on selected IEP activities that they are providing at home. The Social Interaction Report Card provides the parents with a method for describing interactions

between their handicapped child and nonhandicapped individuals. Although any format for the report cards can be used, only two will be presented here. Table 22 presents examples of completed IEP and Social Interaction Report Cards utilizing the first format. The second format is shown for each type of report card in Table 23. The second format requires less writing by the parents and generally takes less time to complete. It also invites parents to ask for assistance in providing home activities if desired.

The completed report cards are sent to the teacher according to a predetermined schedule. The teacher may enter any pertinent data in the classroom records to indicate generalization of the skills. If this information is intended to be used by the teacher to evaluate progress on IEP objectives, reliability measures should be taken periodically. If generalization of the skills does not appear to be occurring, the parents and teacher should communicate to discuss new strategies for promoting generalization.

Each parent/teacher communication system should be presented as one method which may be used to maintain contact and monitor the child's progress. Suggestions for alternative methods should be solicited and considered, allowing parents to decide upon a system that is comfortable for them. Some parents may be interested in learning to implement a training program and collect data as done in school. Others may wish to monitor their child's performance in a simpler way. Still others may be unable to provide instructional activities performances on a regular basis. Parents should be encouraged to do as much as they are able to do

TABLE 22

Guidelines for Completing IEP and Social Interaction Report Cards

a. Guidelines for Completing the IEP Report Card

Column 1: Enter date of program

Column 2: IEP OBJECTIVE

State title given to IEP objective (e.g., handwashing, time telling).

Column 3: DESCRIPTION OF PROGRAM IMPLEMENTATION

Brief description by the parent of what was done to evoke the learner's response. Include verbal directions, gestures, arrangement of the setting, materials used (if any), etc..

Column 4: LEARNER'S PERFORMANCE LEVEL

The parent should state how the learner executed the behavior (e.g., independently, did not respond, needed verbal directions, needed physical assistance).

Column 5: COMMENTS

Parent describes any thoughts, ideas, concerns pertaining to the learner's performance, improvement of programmatic procedures, etc..

Student: T.R.

SAMPLE IEP REPORT CARD

DATE	IEP OBJECTIVE	DESCRIPTION OF PROGRAM IMPLEMENTATION	LEARNER'S PERFORMANCE LEVEL	COMMENTS
9/26/82	Toothbrushing	Toothbrush and toothpaste arranged on sink within reach. T. was told to "brush your teeth" upon entering bathroom. For every step on task analysis done independently I praised her. If she did the step incorrectly, or not at all within 5 seconds, I provided physical assistance.	Needed physical assistance	
9/27/82	Toothbrushing	same as above	Needed physical assistance	Seemed much better today
9/27/82	Time-telling	At various times during the day I asked T. what time it was. If she answered correctly I praised and hugged her. If incorrect, we went to the clock and determined where hands were and what time it was.	3 out of 5 correct responses	Only asked her when the time was at the hour or half hour

b. Guidelines for Completing a Social Interaction Report Card

Column 1: DATE

Date the interaction took place.

Column 2: WHO

List name, relationship to learner, age and whether or not the person is handicapped, for all persons involved in the interaction.

Column 3: WHAT

Briefly describe what they did together.

Column 4: HOW LONG

What was the approximate duration of the interaction?

Column 5: QUALITY

How do you as the parent perceive the interaction? Terrific, good, OK, bad, etc..

Column 6: COMMENTS

Describe any thoughts, ideas, concerns pertaining to the interaction.

Student: R.T.

SAMPLE SOCIAL INTERACTION REPORT CARD

DATE	WHO	WHAT	HOW LONG	QUALITY	COMMENTS
9/26/82	Bobby P. neighbor, 9 years, nonhandicapped	Went to playground	1 hour	Super	Bobby came over and asked if R. could go with him to play on the swings
9/27/82	Mary T. sister, 8 years, nonhandicapped	Played a card game	½ hour	OK, good try	She got a little bored after awhile, but tried very hard to teach R. the game. R was rather unattentive.
9/27/82	Joan C. and Tommy C.-aunt and cousin-live next door	Went to McDonald's for supper	1½ hour	Very nice	They asked if R. could join them. He had a great time.

TABLE 23

Sample IEP and Social Interaction Report Cards

a. IEP Report Card

Student R.T.
Phone 425-1234
Teacher P.S.

IEP Goals	Date	Has Student Performed The Task?	How Many Times?	What Sort Of Assistance Was Provided?	Need Help?	Comments/Problems
1. Grocery Shopping	4/3	Yes	1	Numerous verbal prompts and physical assistance	No	Did not initiate any steps independently
	4/10	Yes	1		Yes	How do I get him to initiate the next step?
2. Dressing-putting coat on	4/3	Yes	2	3 verbal prompts each time	No	Initiated putting on coat at appropriate time
	4/6	Yes	1	3 verbal prompts		
	4/9	Yes	2	Indep. 1 trial & 1 verbal prompt		
	4/6	Yes	2	1 verbal prompt & indep. once		He's getting so much better!
3.						

b. Social Interaction Report Card

Student R.T.
Phone 425-1234
Teacher P.S.

Social Interaction Activities	Date	Who participated In The Activity?	How Long Did The Activity Last?	What Was The Quality Of The Activity?	Need Help?	Comments/Problems
1. Grocery Shopping	4/3	R. and cashier				
	4/10	R. and cashier				
2. Playground	4/4	Ray, brother Ron and friend Joey	1 hour	Good	No	Ray participated in several activities. Spent less time alone
	4/7	Ray and Ron	45 minutes	Fair	No	Ray not too responsive
3. McDonald's	4/8	Whole family	1 hour	Good	---	Some inappropriate behaviors, would not respond to counter person

consistently over an extended period of time.

Whichever systems are adopted, the parents and teacher should agree upon the types of information they will communicate, along with the schedule and procedures for exchanging the information. The schedule may be daily, weekly or biweekly, and should be based on the convenience and need of all parties involved. The method of exchanging information should also be agreed upon. For example, if log books or report cards are selected, they could be carried back and forth by the student, mailed, or delivered by the parent.

If the report card system is selected, further arrangements can be made at the IEP meeting. After the goals and objectives are agreed upon, the teacher and parents may select a comfortable number of activities to be provided by the parents at home. Again, parents should be encouraged to only monitor the number of activities with which they feel comfortable. A schedule and procedures for exchanging the completed report cards should be agreed upon, as described above. The teacher should then explain exactly how the parents are to complete both report cards and should go through some examples with them. The parents should be provided with a sufficient quantity of both report cards, along with written directions for the completion of each card. Ideally, they should be placed in a notebook.

Additional contacts may be initiated as needed by the parents or teacher for clarifying procedures and/or suggesting alternative methods for reporting student performances. These contacts may include phone calls, periodic visits and/or written communications.

4.4 Providing Information and Support to Parents

A survey of parent information and support needs should be designed to identify current needs of parents in relation to their severely handicapped child, and to provide a basis for meeting those needs. The surveys can be distributed to parents and completed during the parent interview. Refer to Table 24 for a sample of a completed survey. For questions I through X, the parents can be asked to place a check mark in the column indicating the immediacy of specific needs. Question XI can assist in identifying the strategies which would best help to meet the priority needs of the parents.

Once the survey is completed, the teacher should make arrangements for providing the services to the parents by scheduling training sessions, notifying support staff, and/or providing the parents with information regarding other agencies that may be contacted (e.g., Associations for Retarded Citizens, United Cerebral Palsy, public service agencies, and medical service agencies). The parents and teacher may want to update the survey periodically to note those needs which have been met and to identify current priorities.

Through the surveys, parents often express a desire to communicate with other parents of severely handicapped children on a regular basis. Parent support groups can be formed to meet this need. Groups of parents can meet informally to receive support and advice from each other. By providing each other with support, information and resources, and by collaborating on methods for

carrying out social integration and community goals, such groups can become integral parts of the service delivery model.

TABLE 24

Survey of Parent Information and Support Needs

	NEEDS IMMEDIATELY	NEEDED BUT NOT IMMEDIATELY	DON'T KNOW	NOT NEEDED
I. Parent Education in:				
1. Mental retardation		X		
2. Physical handicaps				X
3. The concept of normalization		X		
4. Behavior Management	X			
5. How to teach:				
a. communication skills	X			
b. self-care skills		X		
c. domestic living skills		X		
d. sex education		X		
e. community living skills		X		
f. vocational skills		X		
g. recreation/leisure skills		X		
h. OTHER _____				
_____				
_____				
6. Managing family stress		X		
7. Assisting in the development of a functional IEP				X
8. How to deal with systems to obtain needed services	X			
9. Vocational planning for severely handicapped individuals		X		
10. Future planning for the severely handicapped.		X		
11. Medical concerns				X
12. OTHER _____				
_____				
_____				

	NEEDS IMMEDIATELY	NEEDED BUT NOT IMMEDIATELY	DON'T KNOW	NOT NEEDED
II. Information on Community Services Available to Severely Handicapped Individuals such as:				
1. Social service agencies (DVR, UCP, Mental Health)		X		
2. Transportation		X		
3. Youth groups (scouts, 4-H club)				X
4. Parent organizations		X		
5. OTHER _____				
_____				
_____				
III. Information on Educational Opportunities/Services				
1. Essential early education programs				X
2. Programs serving severely handicapped		X		
3. Summer education programs				X
4. Continuing education after age 21				X
5. Speech and language therapy		X		
6. Occupational therapy	X			
7. Physical therapy	X			
8. Adaptive physical education		X		
9. Adapted aquatics	X			
10. Transition procedures to and from special education classes				X
11. Vocational preparation programs	X			
12. OTHER _____				
_____				
_____				
IV. Information regarding post-school opportunities/services				
1. Competitive employment		X		
2. Sheltered employment		X		
3. Supervised employment		X		
4. Recreation/leisure programs		X		

Table 24 (continued)

	NEEDS IMMEDIATELY	NEEDED BUT NOT IMMEDIATELY	DON'T KNOW	NOT NEEDED
V. Information regarding Residential Opportunities/Services				
1. Group homes		X		
2. ICF/MR				X
3. Supervised apartments		X		
4. BTS				X
5. Community care homes/boarding homes				X
VI. Accessibility Information				X
VII. Information regarding Medical Services for Severely Handicapped Persons				
1. Physicians				X
2. Dentists				X
3. Visiting Nurses				X
4. Hospital Care				X
5. Adaptive equipment	X			
6. OTHER _____				
VIII. Legal Guidance				X
IX. Information on Psychological Counseling:				
1. for severely handicapped persons				X
2. for parents of severely handicapped persons			X	
3. for siblings of severely handicapped persons			X	
4. OTHER _____				
_____				
_____				
X. Support Needs:				
1. Medical services				X
2. Psychological counseling			X	
3. Respite care	X			
4. Legal guidance				X
5. Advocacy		X		
6. Case management		X		
7. OTHER _____				
_____				
_____				

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XI.

1. On the chart below, list the top 3 needs that you would most like to address this year.
2. Of the three strategies listed below, which would be the most appropriate for meeting each need? Place the corresponding letter next to each need in column 2.
   a. Teacher provides training on specific needs.
   b. Support staff provide technical assistance and training.
   c. Referral to other agencies using the community resource guide.
3. In column 3, briefly describe the services to be provided or which agencies will be contacted.

1. NEEDS	2. STRATEGIES	3. COMMENTS
1. How to manage destructive behaviors	A	Teacher will train parent in implementation of behavior management program. Report Card System will be used to report data, problems, etc.
2. Respite Care	C	Parents referred to Community Mental Health Agency.
3. Information regarding therapeutic services - adaptive equipment at home	B	OT and PT will provide consultation in selecting and ordering adaptive devices.

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5.0 REFERENCES

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APPENDIX A

Sample Completed Parent Inventory

APPENDIX A

Sample Completed
Parent Inventory

SECTION 1: General Procedures for Conducting a Parent Interview

1. Carefully review previous records, curriculum guidelines and the community resource guide to identify important areas to discuss with parents.

2. Contact parents by phone allowing sufficient time for them to schedule a meeting at their convenience. Explain that the purpose of the visit is to discuss with them, prior to the development of next year's IEP, their perceptions of their son/daughter's educational needs at home and in the community. Schedule a 1-2 hour meeting, preferably with both parents.

3. Review the questions contained in the Parent Inventory prior to meeting with the parents so that you are familiar with the kinds of information you want to obtain. Rephrase the questions during your visit with the parents, using words that you feel most comfortable with and that you feel parents will understand.

4. Prior to starting the interview, inform parents that you would like to make a written record of the conversation. Attempt to record all of your discussion, regardless of whether it fits into the categories provided. It may be necessary to spend some time after your visit to add further comments and concerns resulting from your discussion with the parents.

SECTION 2: Instructions for Completing a Parent Inventory

It is essential that the interviewer be completely familiar with the instructions provided below to avoid confusion during the interview and to ensure that all necessary information is collected. Teachers should be able to provide explanations and examples for each question on the inventory to ensure that parents fully understand them.

QUESTIONS IA, II A, IV A, and IV C:

For every setting or activity listed, one of the first four columns should be marked to indicate the student's current level of participation. The last column may be marked for as many settings or activities as the parents desire.

Participates Independently:

Student participates with no assistance or supervison. Student uses facility alone although she/he may be transported by adult. Student initiates home living activities without need for reminders or prompts (e.g., student participates in all aspects of attending the movie independently, even though parent may provide transportation; phone rings and the student answers it without being told to do so; the student brushes his/her teeth after meals without being told).

Participates with Supervision:

Although the student requires no assistance to actually perform the activity, supervision is necessary to ensure safety or monitor social behaviors.

Participates with Assistance:

The student requires some level of assistance in order to effectively participate. No distinction is made between levels of assistance, such as verbal cues/ reminders, gestures or physical assistance.

Does Not Participate:

The student has had no opportunity to participate in the environment or activity because a) it is not age-appropriate; b) it is not available to the student; or c) the parents do not wish to have their child involved.

Would Like To Address:

Indicates that the parents/guardians would like their child to learn to participate in the setting or activity more independently. This column may be marked for any activity or setting in which the student does not participate independently.

NOTE: Some parents have found the column headings objectionable. Alternatives which have been suggested include: DOES ALONE, NEEDS REMINDERS, NEEDS HELP, DOES NOT DO and SHOULD BE ADDRESSED IN SCHOOL.

QUESTION I B:

This question may be asked of parents of middle or high school students to determine whether they are considering alternative living arrangements for their child upon leaving public school. Teachers should use discretion and tact when addressing this issue as some parents may feel uncomfortable discussing it.

QUESTION I C:

Using the information from Questions I A & B, select the four home-living activities that the parents/guardians would most like their child to learn to use during the following school year. Prioritize and list these next to 1a, 2a, 3a, and 4a.

For each activity listed, ask the parents what specific activities and skills they feel the child must learn in order to participate in each activity more independently. List these in the space provided next to 1b, 2b, 3b, and 4b .

QUESTION II E:

Scan Questions II A-D and note which community activities the parents would like to address. As in Question I C, select the four activities that the parents feel are most important for their child. Prioritize and list these next to 1a, 2a, 3a, and 4a.

For each activity listed, ask the parents what specific things they feel the child must learn in order to participate more independently. List these in the space provided next to 1b, 2b, 3b, and 4b.

QUESTIONS III A-F:

These questions refer to the student's vocational preparation. Try to help parents answer all questions, even if their child is a younger learner. This may encourage them to begin thinking about vocational considerations for their child.

QUESTION VI A:

Review with parents their answers to Questions I C, II E, III, IV B, and IV D. Assist them in selecting the highest priority activities to be addressed in the upcoming school year.

QUESTIONS VII A & B:

Teachers should introduce this section of the parent inventory by discussing the importance of ongoing communication between the parents and teacher. Teachers must be familiar with the methods offered as options in Question A so that they can describe each to parents. It may also be desireable to consider additional options or variations of the ones listed. Refer to Section 3.3 in this manual for information regarding parent-teacher communication systems.

SECTION 3: Parent Inventory

Student: John P. Interviewer: George L., Teacher

Person Interviewed: Mary & Robert P. Date: May 16, 1983

Relationship to Student: Mother & Father Education Placement: TMR III

I. HOME-LIVING ACTIVITIES

A. Here are some specific home living activities. Please indicate at what level your son/daughter participates and if you feel any of these activities should be addressed in school.

	Participates Independently	Participates with Supervision	Participates with Assistance	Does Not Participate	Would like to Address
1. Toileting	X				
2. Eating		X			
3. Dressing		X			
4. Grooming (e.g., washing, bathing, brushing teeth, haircare			X		X
5. Clothing selection			X		X
6. Clothing care				X	X
7. Food and Meal Preparation				X	X
8. Cleaning and Maintaining areas of the house			X		X
9. Clean-up after meals			X		X
10. Turns lights on/off	X				
11. Opens/closes doors	X				
12. Travels from room to room	X				
13. Answers door	X				
14. Uses telephone			X		
15. Cares for pets				X	
16. Cares for plants in house/garden				X	
17. OTHERS _____					
_____					

B. (For older learners). Your son/daughter will most likely be leaving public school within the next 4 years. Have you considered living options for your child other than your home? If yes, what are they?

Would like to see him in a group home situation close by. Would consider staffed apartment also. Can stay at home if he has a job placement during the day.

C. a. List in order of importance the four home living activities that you would most like your son/daughter to learn.

b. Under each activity, describe what you feel your son/daughter needs to learn that would enhance more independent or efficient participation.

1 a. Grooming
b. brushing teeth
combing hair
maintain neat, clean appearance

2 a. Housekeeping
b. cleaning
vacuuming

3 a. Meal Preparation
b. using recipes
using appliances

4 a. Clothing Care
b. do laundry
select clothes to wear that match
hang & fold clothes neatly so they don't get wrinkled

III. VOCATIONAL

A. What concerns do you have, if any, regarding your son/daughter's future vocational needs?
We don't know what his options are, need more information about how to prepare him for work

B. Upon graduation from public school, in what types of work or activity settings would you like to see him/her participating?
Part-time job, supervised work of some sort, hopefully leading to a real job

C. (For older learners only) What are your preferences for your son/daughter's occupation? Are there any activities from past vocational programs or work training experiences that you feel should be included in your son/daughter's school program?
Restaurant work, gas station work, laundry work, carpenter's helper. Would like to see him gain experience in several of these areas so he could decide what he likes best.

D. Are there any occupations in which you object to your son/daughter participating?
Working in a bar

E. Are there any jobs in which your son/daughter is particularly interested, either at home or in the community?
Seems to like gas station work-pumping gas (does it at uncle's station). Dishwashing, bussing tables in a restaurant

F. Are there any jobs which are particularly aversive or unpleasant to him/her?
Janitorial work may prove unpleasant, he hates to clean

IV. RECREATION/LEISURE

A. We would first like to know how your son/daughter usually spends his/her leisure time. Please indicate which activities she/he does at home and to what extent she/he participates.

	Participates Independently	Participates with Supervision	Participates with Assistance	Does Not Participate	Would like to Address
1. Play outdoor games (frisbee, darts, etc)				X	
2. Exercise (jogging, biking, etc.)				X	
3. Play cards a few simple games	X				
4. Play board games a few	X				
5. Watch TV	X				
6. Listen to radio, records, tapes	X				
7. Do crafts			X		
8. Play musical instrument				X	
9. Sew				X	
10. Collect item (stamps, coins, rocks, etc.)				X	
11. Read magazines, books, newspapers looks at them	X				
12. Use personal computer				X	X
13. Play home video games				X	
14. Do gardening				X	
15. Others					

B. What leisure activities would you like your son/daughter to learn to do at home?
If he learned to play computer games, we would consider purchasing one. Also, would like to see him get involved in some exercise activities, such as jogging or bike riding.

II. GENERAL COMMUNITY FUNCTIONING

A. Here are some common activities in which people engage in the community. Please indicate at what level your son/daughter participates in each one and if you feel any should be addressed in school.

	Participates Independently	Participates with Supervision	Participates with Assistance	Does Not Participate	Would like to Address
1. Visits home of neighbor, relative or friend	X				
2. Goes grocery shopping			X		X
3. Goes to library				X	
4. Goes to shopping mall			X		X
5. Goes to church			X		
6. Uses a bank				X	
7. Goes to doctor/dentist office			X		
8. Uses Community Services (e.g., health clinics, mental health services)				X	
9. Eats at restaurants			X		X
10. Uses public bathroom		X			
11. Buys own clothes			X		X
12. Buys personal items				X	
13. Uses the post office				X	
14. Uses the laundromat				X	
15. Uses a pay phone				X	
16. Goes to barber/beauty shop			X		
17. Others					

B. How does your child get around at home? Walks

In the neighborhood? Walks with supervision, does not cross streets safely, knows way to corner store and friend Bill's house.

In the community? Walks with supervision, does not know his way around town, does not cross streets safely.

C. Would you like him/her to acquire more independent mobility skills? Yes

D. What specific mobility skills do you think should be addressed? Crossing streets

E. a. Of the previously described community activities, list in order of importance the four that you would most like your son/daughter to learn to do.

b. Under each activity, describe what you think your son/daughter needs to learn in order to participate more independently or efficiently.

1 a. Cross streets
b. needs to judge distances of moving cars, attend to traffic signals

2 a. Go grocery shopping
b. be able to buy a few items at corner store
use money to make purchase
locate items using a shopping list

3 a. Buy own clothes
b. needs money skills
does not know sizes, how to try clothes on

4 a. Eat at restaurant
b. order from menu, talk to waiter or waitress
pay for purchase
improve eating behaviors

C. Please indicate which of the following community leisure activities your daughter/son does and to what extent she/he participates.

	Participates Independently	Participates with Supervision	Participates with Assistance	Does Not Participate	Would like to Address
1. Goes to home of neighbor, friend, relatives	X				
2. Use public library				X	
3. Attend movies, plays, concerts		X			X
4. Goes bowling		X			
5. Goes to public beach/swimming pool		X			
6. Goes to the park		X			
7. Uses YMCA or other community recreational facilities				X	
8. Goes skiing				X	
9. Attends family vacations or outings		X			
10. Goes skating				X	
11. Goes to arcades			X		X
12. Attends parties, dances, social events		X			
13. Attends athletic events				X	
14. Uses exercise facility				X	
15. Others _____					
_____					
_____					

D. What leisure activities would you like your son/daughter to learn to do in the community? Go to movies alone or with friends, go to arcades, go to more places with friends

VI. TO THE INTERVIEWER:

Review with parents those environments/activites which they have identified as being most important for their child to become independent in. Considering the parent preferences, the number of environments in which skills can be applied, the practical realities of your providing instruction in that environment/activity, the chronological age-appropriateness, and the student's opportunity to use the environment/activities in question, assist the parents to select the highest priority home or community environments for further assessment and instruction.

A. If we could select one of all the home-living, community, vocational, and recreation/leisure activities we have talked about as being most important for your son/daughter to learn to do, which one would you most like the school program to begin working on?

Crossing streets

Second most important? Housekeeping and food preparation

Third most important? Vocational experiences in types of jobs mentioned

Others? Grocery shopping

B. (For Younger Learners) Your child will most likely be moving from my class to TMR IV class at Burlington High School within the next year years. Can you suggest any activities that might make the transition as easy as possible for him/her? Several visits to high school so he could become familiar with school and teachers. Keep us informed so we can talk to him about it as much as possible.

VII. PARENT-TEACHER COMMUNICATION

A. Please indicate which methods of communicating with the teacher you would prefer to use and how often.

	USE		HOW OFTEN			
	yes	no	Daily	Weekly	Monthly	OTHER Please specify
1. log book	X		X			
2. Informal phone contact	X					as needed
3. Phone call night		X				
4. Newsletters	X				X	
5. Home Visits		X				
6. School Visits		X				
7. Parent Inventory	X					once yearly
8. IEP Report Card		X				
9. Social Integration Report Card		X				
10. OTHER						

B. Please place a check mark (✓) before the kinds of information you would like to receive from and share with the teacher.

__X__ 1. Progress on IEP objectives
____ 2. Social interactions with nonhandicapped peers
__X__ 3. Classroom behaviors
__X__ 4. Medical information
____ 5. Input from support service providers (e.g., Occupational Therapist, Speech/Language Therapist, Physical Therapist)
____ 6. Daily classroom schedules and routines
__X__ 7. Special projects
____ 8. Community-based training programs
____ 9. Information about staff (teachers aides, peer tutors, etc.)
____ 10. Information about school
____ 11. Mainstream programs
____ 12. Peer tutor and peer buddy programs
____ 13. OTHER (please specify) _____ _____

APPENDIX B

Transition Planning Process

APPENDIX B: Transition Planning Process

In this appendix, each component of the transition planning process is described in detail with respect to subsequent classroom transitions as well as post-school transitions. Completed sample forms are also included in this section. Every effort should be made to coordinate transition and IEP processes to ensure a manageable, time-efficient procedure.

Section 1: When Student Enters Program. It is recommended that the folowing transition-related activities be conducted as part of the IEP process for each new student entering an educational program.

a. Identify potential subsequent environments and service providers. Teachers should attempt to get at least a general idea of where each student may be going upon leaving their classes. In many school systems, classes for severely handicapped students progress from elementary through middle and into high school so that teachers at the lower levels are aware of subsequent placements for their students.

   It is imperative that parents and teachers start considering post-school residential and vocational placement options early to insure access to agencies which provide adult services and potential employment opportunities. This is particularly true in relation to those agencies which have long waiting lists. In addition, early identification of potential post-school opportunities and services will facilitate the development of curricular content that is relevant to the student's preparation for adult living in the community. Teachers, parents and significant others should work together to identify post-school options and specify which options are most relevant to the student's needs and abilities. In order to accomplish this task, teachers and parents should survey the community to find out what agencies and services are available. A community resource guide may

exist which provides information regarding the names of agencies, locations, services provided and contact persons. The yellow pages from the phone book may also prove helpful.

Once options are identified, service providers associated with each option should be contacted for information regarding programs and services provided by the agency, along with eligibility requirements. Agencies contacted should also be asked for information about other agencies, services and programs which may also be relevant to the targeted student. Table 25 illustrates a format for organizing information on each potential transition site.

TABLE 25

Potential Transition Sites

SITE: _____

LOCATION: _____

DATE: _____

CONTACT PERSON/POSITION: _____

PHONE: _____

TYPE OF FACILITY: _____

SERVICES AVAILABLE: _____

ACCESSIBILITY: _____

_____

ELIGIBILITY: _____

COST: _____

COMMENTS/SPECIAL CONCERNS: _____

_____

_____

_____

ECOLOGICAL ANALYSIS COMPLETED BY: (name and title) _____

_____

b. Contact Parents to Discuss and Identify Additional Potential Subsequent Environments. As mentioned previously in this volume, it is recommended that teachers complete or update parent inventories annually. Teachers should attend parent interviews prepared to exchange information regarding potential school or post-school placement options for the student. It is especially important for teachers and parents of high school students to identify placement options which are both available and desirable.

c. Visit Subsequent Environment(s) and Conduct Ecological Analysis to Identify Requisite Skills and Behaviors. The sending teacher should initiate the transition process by making arrangements to visit the potential placement(s). At this point, the sending teacher should complete an ecological analysis of the subsequent setting according to the procedures described in Section 1.2.2 of this manual. An ecological analysis need only be completed once for each setting even if several students are moving to the same placement. Periodic updates may be required, however, to reflect substantial changes in a specific setting. It is suggested that ecological analyses be updated yearly by making additions or deletions on the original form.

Part II of the Generic Ecological Analysis Format identifies priority activities in which a student should participate to facilitate adaptation to a subsequent classroom. The sample generic ecological analysis presented in Table 26 illustrates the types of activities that may be addressed several years prior to a transition to a different classroom. Since ecological analyses for residential sites, job sites or other post-school options would be similar, an example for such environments is not included.

In the case of a post-school transition, the sending teacher should engage the assistance of the potential service provider in completing the ecological analysis. At the same time, they may discuss additional strategies for facilitating the transition. The sending teacher should solicit information regarding methods of coordinating aspects of the educational program with performance demands of the potential environment. Other transition concerns may also be addressed, such as methods for ensuring access to services and information about other agencies which provide appropriate services.

TABLE 26

Generic Ecological Analysis

Generic Environment High School

Part I General Information

Student _____

Date: _____ Assessed by: _____

Noted Behavior Problems: _____

_____

_____

Part III Discrepancy Assessment

Activities Mastered Key: I=Completes activity independently
P=Completes parts of activity independently,
D=Needs assistance throughout activity

Assessment Key: D=Direct Observation, I=Interview,
P=Previous Records

Part II Subenvironments and Activities	Activities Mastered	✓Social Skills Mastered	How Assessed	Required Adaptations
Locker area in hallway				
a. Locate own locker.				
b. Open combination lock.				
c. Store outer clothing in locker.				
d.				
e.				
Bathrooms				
a. Locate correct bathroom.				
b. Use bathroom independently (use toilet/urinal, flush, wash hands)				
c. Demonstrate dressing skills required for toileting				
d.				
e.				
Cafeteria				
a. Locate cafeteria.				
b. Go through lunch line.				
c. Be responsible for lunch ticket.				
d. Eat independently.				
e. Return tray.				
Hallways				
a. Move through hallways at appropriate rate.				
b. Locate classroom, gym, cafeteria, bathroom, etc.				
c.				
d.				
e.				
Community-based training				
a. Communicate with unfamiliar people (waiter)				
b. Travel at appropriate rate				
c. Demonstrate independent pedestrian skills				
d.				
e.				
Classroom				
a. Work independently for at least 30 min.				
b. Communicate with supervisor, peers				
c.				
d.				
e.				

d. Meet With Potential Service Providers to Discuss Transition Concerns and Plan for Program Coordination. An important consideration in planning for transitions is determining who will make the contacts with potential service providers, especially when preparing for post-school transitions. Teachers should contact the appropriate educational program administrator (e.g., the Director of Special Education) to ascertain how these contacts should be made before proceeding. Administrative support is a crucial element in this process.

The potential service provider(s) should be contacted through the proper channels, and meetings should be scheduled to solicit their input concerning the severely handicapped student(s) being considered for placement. When the movement will be to a subsequent classroom, the sending and receiving teachers should consider developing strategies designed to ensure consistency between their programs. Programming efforts should be coordinated so that programs (e.g., materials, cues, and correction procedures) used in the sending classroom closely approximate those to be used in the receiving classroom. This coordination is especially important for behavior management programs.

An example of a highly structured plan for program coordination is provided in Table 27. It is doubtful that all teachers will use such a specific plan, but it is included here to offer ideas for achieving consistency between programs.

The titles of the goals or objectives from the current IEP are listed in the left-hand column of Part I (Goals/Objectives from current IEP) as depicted in Table 27. Next to each title, a check mark is placed in the column which best indicates how program coordination will be achieved. The teachers may agree to: a) use the same program; b) have the receiving teacher change his/her program; or c) have the sending teacher change his/her program. If a different strategy is agreed upon, it should be briefly described in the column labeled "other".

Using Part II, the titles of the programs typically implemented in the receiving classroom should be listed. Again, a check mark is placed in the column which indicates how coordination will be achieved. The sending teacher may agree

TABLE 27

Program Coordination Plan

Student: J.B. Date of Plan: 6/30/82

Sending teacher: J.O.

Receiving teacher: R.T.

I. Goals/Objectives from Current IEP	PROGRAM COORDINATION STRATEGIES			
	Use same program	Rec. T. will change prog.	Send. T. will change prog.	OTHER
1. Locker	X			Sending teacher will implement receiving teachers program
2. Bathroom	X			Sending and receiving teachers will design program cooperatively
3. Cafeteria	X	X		Sending teacher will design and implement program
4. Mobility	X		X	
5. Communication	X			Use current program in both settings
6. Behavior Management	X	X		Receiving teacher will use same program

II Programs Typically Implemented in Receiving Classroom	PROGRAM COORDINATION STRATEGIES		
	Send. T. will implement initial step of program	Send. T. will implement prog. to teach requisite skills	OTHER
1. Shopping		X	
2. Money Management	X		
3. Vocational Preparation		X	
4. Grooming/hygiene	X		
5. Mobility--community		X	
6. Laundry & clothing care			Will be implemented after transition
7. Cooking		X	
8. Housekeeping		X	
9. Time Management	X		
10. Recreation/Leisure skills	X		

to implement the initial steps of the receiving teacher's program, or to implement plans to teach the requisite skills for the program. Any other strategies should be briefly described in the third column.

e. Meet With Support Service Personnel (e.g., OT, PT, SLP) to Obtain Relevant Assessment Information and Coordinate Educational Program. The sending teacher should meet with all support staff involved with the student to discuss transition-related concerns. Support service providers should review the ecological analysis to determine those areas in which their services might facilitate the transition. For example, physical and occupational therapists should identify adaptations which may facilitate participation in the new environments so that part of the student's training can be devoted to using those adaptations. A speech/language pathologist could identify vocabulary words needed and add them to a communication board. Another reason for meeting with support service providers is to obtain assessment information which will assist the teacher in conducting a discrepancy assessment.

f. Conduct Discrepancy Assessment to Assist in Delineating IEP Goals and Objectives. Discrepancy assessments should be conducted according to the directions outlined in Section 1.2.3 of this manual. As previously described, such an assessment is conducted to determine which activities the student can already perform, and what adaptations are required to increase participation. The sending teacher should conduct discrepancy assessments with the assistance of the parents, support service providers, paraprofessionals and others who are familiar with the student. Individual discrepancy assessments must be completed for each student, even if several students are moving to the same placement. If several placement options exist for a student, a discrepancy assessment should be conducted in each of these settings. The example in Table 28 illustrates a discrepancy assessment for the subenvironments identified in the preceeding ecological analysis (Table 26).

g. Delineate Potential IEP Goals and Objectives. After reviewing the discrepancy assessments to ascertain the skills needed to facilitate the

TABLE 28

Generic Ecological Analysis

Generic Environment High School

Part I General Information

Student: J. D.

Date: 5/12/83 Assessed by: J. Doe

Noted Behavior Problems: Destroys materials

Part III Discrepancy Assessment

Activities Mastered Key: for evaluation activity independently,
P=Completes parts of activity independently,
I=Needs assistance throughout activity

Assessment Key: D=Direct Observation, I=Interview,
P=Previous Records

Part II Subenvironments and Activities	Activities Mastered	Social Skills Mastered	How Assessed	Required Adaptations
Locker area in hallway				Locker # written on ID card to use match-sample
a. Locate own locker.	I	✓	D0	
b. Open combination lock.	P		D0	
c. Store outer clothing in locker.	I		D0	
d.				
e.				
Bathrooms				May need match-sample cards in community/new settings
a. Locate correct bathroom.	I	✓	D0, I	
b. Use bathroom independently (use toilet/urinal, flush, wash hands)	P		D0	
c. Demonstrate dressing skills required for toileting	P		D0	
d.				
e.				
Cafeteria				
a. Locate cafeteria.	I	✓	D0	
b. Go through lunch line.	P		D0	
c. Be responsible for lunch ticket.	P		D0	
d. Eat independently.	I	✓	D0	
e. Return tray.	P		D0, P	
Hallways				
a. Move through hallways at appropriate rate.	I	✓	D0	
b. Locate classroom, gym, cafeteria, bathroom, etc.	I		D0	
c.				
d.				
e.				
Community-based training				
a. Communicate with unfamiliar people(waiter)	P		D0	Uses communication aid
b. Travel at appropriate rate	I		I,D0, P	
c. Demonstrate independent pedestrian skills	P		D0	
d.				
e.				
Classroom				
a. Work independently for at least 30 min.	I		D0	
b. Communicate with supervisor, peers	I	✓	D0	Uses communication aid
c.				
d.				
e.				

transition, priority needs may be selected for inclusion in the IEP. At this stage in the transition process, the goals and objectives selected should target broad, general skills that may be pertinent to a variety of environments and activities. As the transition date draws near, the goals and objectives should become more specific to the actual environment that the student will be entering. Table 29 provides an example of a format for listing the IEP goals and objectives relevant to the subsequent classroom. Support service personnel may be contacted to assist with the implementation of the transition goals and objectives. The following example is based on the sample discrepancy analysis illustrated previously.

TABLE 29

Potential IEP Goals and Objectives

I. Use personal locker
- a. Locate own locker
- b. Open combination lock
- c. Put in and take out items from locker
- d.

II. Use bathroom independently
- a. Locate correct bathroom
- b. Use toilet in stall, wash hands
- c. Arrange clothing, fasten pants, belt
- d.

III. Go through cafeteria procedures independently
- a. Go through cafeteria line
- b. Eat lunch independently
- c. Return lunch tray and wait for bell
- d.

IV. Independent mobility in school environ.-hallway
- a. Locate bathroom
- b. Locate cafeteria
- c. Locate gymnasium
- d.

V. Demonstrate appropriate social behaviors in community settings
- a.
- b.
- c.
- d.

VI.
- a.
- b.
- c.
- d.

h. Provide Training on Transition-Related Skills in the Next Environment(s) or in Settings Which Closely Approximate Them. A very effective

teaching strategy for promoting generalization of functional skills and minimizing potential adjustment difficulties is to provide as much direct training as possible in the targeted community settings. For example, if an individual is to be placed in a group home, training on such adaptive skills as cooking should be provided in that group home as often as possible. If training in a targeted setting is not feasible, an alternative is to provide training in a setting which closely resembles it.

Section 2: Annually Prior to Transition. During each subsequent year that the student remains in the program, the teacher should update the transition activities. The following sections discuss how each of the activities may be updated as part of the IEP process.

a. Attempt to Pinpoint Potential Placements. As the transition date approaches, it will be necessary to narrow the potential placement options for post-school transitions. Options that are no longer available or appropriate may be eliminated, while those that remain possibilities may be emphasized. New placement options may arise which will also deserve attention. By pinpointing potential placements more closely each year, more specific transition-related objectives can be developed to better prepare the student for the upcoming placement.

   This step may not be of importance when the transition involves movement to another classroom in the public school system. In such situations, there may be a logical progression through elementary, middle and high school which offers few alternatives.

b. Update Parent Inventory. As previously recommended, parent inventories should be conducted or updated yearly. In this way, teachers can keep parents informed about placement options for their child, and reaffirm parental preferences and concerns regarding imminent transitions. Parents may also be able to provide important information regarding

additional needs and abilities of their child.

c. Update Ecological Analysis. It may be beneficial to visit the targeted options once yearly to identify major changes which may affect the transition, such as new equipment, procedures or activities. It should be necessary to update ecological analyses only in environments where placement is still a possibility. It will also be necessary to conduct ecological analyses in newly identified potential placements. The potential service provider may be very helpful in accomplishing this activity, and it is recommended that meetings with such personnel be conducted at the same time as the ecological analysis.

d. Meet With Support Service Personnel. Meetings with support staff should be conducted annually prior to IEP development. These meetings provide a good opportunity to discuss the effectiveness of all aspects of the student's educational program. The student's progress on all IEP goals should be reported and suggestions for new goals and objectives can be offered. The teacher and support staff should evaluate the strategies used for program coordination and decide whether they are sufficient or if new ones should be established. Any new activities identified by the updated ecological analysis should be discussed and arrangements for assessing the student's performance on these activities should be made.

e. Update Discrepancy Assessments. This activity may be accomplished by simply reviewing each discrepancy assessment and noting additional skills which have been mastered as a result of the past year of instruction. Information received from the parents and support service providers may be very helpful in updating the assessments. The activities which remain unmastered are then prioritized and new IEP goals and objectives are selected. As the transition date approaches, the number of potential placements will be narrowed down and discrepancy assessments will be fewer in number. This will enable the educational staff to identify more specific instructional needs based on the demands of the most likely placements.

f. Provide Training on Transition-Related Skills. As previously stated, training will be most effective if carried out in the actual environment or in settings which closely resemble the actual environment. During instruction, teachers should make every effort to approximate the cues and performance demands present in the actual potential setting.

Section 3: Six Months Prior to Transition. The following activities should be carried out during the last six months before the transition is to occur. These activities are not part of the IEP process, but nevertheless are essential for ensuring a smooth transition.

a. Identify Case Manager(s) in Targeted Subsequent Environment(s). The case manager is defined as the primary contact person regarding the new student who assists the sending teacher and parents in planning for and implementing the final steps of the transition. The sending teacher acts as the case manager until this time but once the student leaves the old classroom, a new case manager must be assigned. In the case of a subsequent classroom transition, the new teacher will most likely assume case management responsibilities. When a student is leaving the school system, an adult services case manager should be identified for the perspective "client". If several agencies may be subsequent settings, the case manager from each agency should be encouraged to communicate frequently with the others to coordinate services.

b. Familiarize Case Manager With Student. The case manager(s) should be invited to visit the classroom and meet the student prior to transition. It will also be helpful for the teacher to complete and forward a Student Profile containing information about the student not previously discussed. A sample completed Student Profile appears in Table 30. The new case manager should be made aware of any support services which the student will continue to need so that arrangements can be made for their continuation. In many cases, private agencies which provide therapeutic services must be contacted and funding must be arranged.

c. Consult With Case Manager. Consultations with the new case manager should occur as often as necessary during the last six months prior to the transition. At this time, the strategies developed for ensuring program coordination should be carefully scrutinized to ensure a smooth transition.

d. Identify Specific IEP Goals and Objectives to Address If Appropriate. During consultations with the new case manager, specific skills still needed by the student may be identified. If these skills are considered crucial to the success of the transition, new IEP goals and objectives may be developed and instructional programs implemented. If the student is moving to another educational placement, the sending and receiving personnel may collaborate to develop a new IEP.

e. Arrange for Transition of Support Services. If arrangements have been made for the continuation of support services for students who are changing placements, the current support service providers should contact the new one(s) to pass along useful information. New service providers must be informed of the transition date so that they may begin to plan for the new client. In the case of a subsequent classroom transition, transportation personnel, school nurses, physical education teachers and any other persons who will be involved with the student's educational program should also be notified of the change in placement so that they may begin to plan for revisions in their services.

f. Arrange for Parents to Visit Targeted Placements. Parents should be invited to visit the placements and offer any comments, concerns and recommendations for facilitating a smooth transition for their child.

g. Delineate Follow-Up Strategies. The sending and receiving personnel should develop strategies for ensuring effective follow-up. Table 31 offers an example of a Follow-Up Contacts Schedule which is a method of formalizing an agreement regarding the types of contacts to be made (e.g., phone calls, visits, written communications), when they are to occur and who is responsible for initiating the contacts.

h. Arrange for Student to Visit New Placement. The student should visit the new placement as often as can be arranged. Ideally, the student should have an opportunity to be involved in all significant activities and meet all significant people.

Section 4: Scheduling and Documenting Transition-Related Activities. Many transition-related activities coincide with pre-IEP activities as discussed in Section 1.2.5 of this manual. For example, transition concerns can be addressed during the parent interview; ecological analyses of potential, future environments can be conducted; assessment information can identify the student's needs in future settings; and transition-related goals and objectives can be included in the IEP. The results of these activities should be kept in the students' files and, if desired, the teacher may indicate which activities were directly related to the transition process. These activities are utlimately documented when transition-related goals and objectives appear on the IEP.

The transition process does delineate a small number of activities to be accomplished six months prior to the transition which are not part of the IEP process as discussed in Section 3 of this appendix. It is recommended that these activities be identified and scheduled, at least tentatively, prior to the IEP meeting. The teacher may then present this information to the IEP team at the meeting. This procedure will insure that all members of the IEP team are aware of the transition plan, and that appropriate individuals are assigned to complete the activities. Documentation of the activities is also a necessity. A transition plan format is presented in Table 33. This transition plan can be

TABLE 30

Student Profile

1. Name of learner: J.B.

2. Age: 14

3. Major strengths: Motor skills, mobility

4. Major disabilities: Communication

5. Seizures: Yes _____ No X

   If yes, type and frequency: _____

   Medications and allergies: _____

6. Other pertinent medical problems: Allergic to milk products, bee stings. Has mild heart condition.

7. What are J.B.'s (learner's name)

   a. Major means of mobility: Walks with awkward gait - but with good balance

   b. Major means of communication: Signs and communication board

   c. Major disruptive/inappropriate behaviors: Occasional outbursts of hitting and kicking to get out of doing a task. Behavior management program has been effective in significantly reducing frequency of these tantrums.

   d.

	Likes:	Dislikes:
1.	Praise	Movies
2.	Physical Education	Green beans
3.	going to restaurants	Walking outdoors in winter
4.	Music - tapes, records	
5.	Dancing	
6.	Pinball, video games	

8. What is J.B.'s (learner's name) toileting procedure?

   Toilets self independently, initiates toileting. Needs reminders to fix clothing.

9. What are J.B.'s (learner's name) feeding procedures?

   Can feed self, but is often messy and usually eats too fast. Program is implemented for refinement of eating behaviors.

10. Additional helpful hints and ideas including instructional materials and procedures, behavior management procedures:

    Most inappropriate behaviors are done for attention or to get out of doing a task. His behavior program provides for ignoring inappropriate behaviors or evasive behaviors and reinforcing positive ones. The written program is attached to his IEP.

11. What adaptive equipment does the learner use?

    NONE

c. Consult With Case Manager. Consultations with the new case manager should occur as often as necessary during the last six months prior to the transition. At this time, the strategies developed for ensuring program coordination should be carefully scrutinized to ensure a smooth transition.

d. Identify Specific IEP Goals and Objectives to Address if Appropriate. During consultations with the new case manager, specific skills still needed by the student may be identified. If these skills are considered crucial to the success of the transition, new IEP goals and objectives may be developed and instructional programs implemented. If the student is moving to another educational placement, the sending and receiving personnel may collaborate to develop a new IEP.

e. Arrange for Transition of Support Services. If arrangements have been made for the continuation of support services for students who are changing placements, the current support service providers should contact the new one(s) to pass along useful information. New service providers must be informed of the transition date so that they may begin to plan for the new client. In the case of a subsequent classroom transition, transportation personnel, school nurses, physical education teachers and any other persons who will be involved with the student's educational program should also be notified of the change in placement so that they may begin to plan for revisions in their services.

f. Arrange for Parents to Visit Targeted Placements. Parents should be invited to visit the placements and offer any comments, concerns and recommendations for facilitating a smooth transition for their child.

g. Delineate Follow-Up Strategies. The sending and receiving personnel should develop strategies for ensuring effective follow-up. Table 31 offers an example of a Follow-Up Contacts Schedule which is a method of formalizing an agreement regarding the types of contacts to be made (e.g., phone calls, visits, written communications), when they are to occur and who is responsible for initiating the contacts.

TABLE 31

Follow-Up Contacts Schedule

Student J.B. Date June 30, 1982

Sending Teacher J.D.

Receiving Teacher R.T.

Follow up contacts may include phone calls, visits, written communications, etc. Indicate the schedule for these contacts and who will initiate the contact.

Type of Contact	Schedule	Person Responsible
Phone calls	Every Friday at 2:30 p.m. for September and October	J.D.
Meetings	Friday, September 24 and Friday, October 29 at 2:30 p.m.	Meetings to be held in R.T.'s classroom
Interoffice Memos	As needed	R.T.

TABLE 32

Instructions for Completing the Transition Plan

1. Enter the student's name, the teacher's name, the present date and the projected date of transition at the top of the form.

2. List the first projected placement and the name and title of the contact person. In the subsequent classroom example (Table 33), the projected placement for the student is the TMR IV class at Columbus School. The high school student exemplified in Table 33 is bound for supervised community employment at City Hall as well as a supervised apartment.

3. In the column entitled Action Plan, list all of the activities to be accomplished prior to the transition. In the example of the subsequent classroom transition, the activities listed are meeting with the new teacher, contacting the PT and OT, student visits to the new classroom, and parent visits to the new classroom. For the student moving into community employment, a student profile and pertinent records will be sent to the case manager, monthly meetings have been scheduled between the teacher and case manager, and the student has been scheduled to receive on-the-job training before the end of the school year.

4. The follow-up column is used to document the projected dates or schedules for completing the activities. In some cases, the exact dates are specified, whereas in others they are only approximated.

5. The person assigned responsibility for ensuring that each activity is completed on schedule is noted in the next column. This person must confirm tentative dates and make the contacts necessary to carry out the activities.

6. The last column is used to document the actual completion dates for each activity. The information in this column indicates which components of the Transiton Plan have been completed, and which are still incomplete. The teacher should keep track of the activities and enter completion dates as they occur. This will enable the teacher to monitor the implementation of the entire Transition Plan.

h. Arrange for Student to Visit New Placement. The student should visit the new placement as often as can be arranged. Ideally, the student should have an opportunity to be involved in all significant activities and meet all significant people.

Section 4: Scheduling and Documenting Transition-Related Activities. Many transition-related activities coincide with pre-IEP activities as discussed in Section 1.2.5 of this manual. For example, transition concerns can be addressed during the parent interview; ecological analyses of potential, future environments can be conducted; assessment information can identify the student's needs in future settings; and transition-related goals and objectives can be included in the IEP. The results of these activities should be kept in the students' files and, if desired, the teacher may indicate which activities were directly related to the transition process. These activities are ultimately documented when transition-related goals and objectives appear on the IEP.

The transition process does delineate a small number of activities to be accomplished six months prior to the transition which are not part of the IEP process as discussed in Section 3 of this appendix. It is recommended that these activities be identified and scheduled, at least tentatively, prior to the IEP meeting. The teacher may then present this information to the IEP team at the meeting. This procedure will insure that all members of the IEP team are aware of the transition plan, and that appropriate individuals are assigned to complete the activities. Documentation of the activities is also a necessity. A transition plan format is presented in Table 33. This transition plan can be

TABLE 33

Sample Subsequent Classroom and Post-School Transition Plan

a. Subsequent Classroom Transition Plan

STUDENT Joann B. DATE April 16, 1983

TEACHER Paul S. TRANSITION DATE September, 1983

TRANSITION PLAN

Projected Placement	Contact Person/Title	Action Plan	Projected Dates/Schedule	Person Responsible	Completion Dates
THR IV Class at Columbus School	Jan F., Teacher	Meet with Jan to discuss transition, review IEP, delineate follow-up strategies, arrange for parent and student visits.	May 1, 1983	Paul S.	May 1, 1983
		Contact PT and OT to be sure that transition of support services has been arranged.	By May 31, 1983	Paul S.	May 27, 1983
		Joann to visit new class	Every Wednesday afternoon in June	Paul S. Jan F.	
		Parents to visit new class.	June 2, 1983	Jan F.	

b. Post-School Transition Plan

STUDENT Mark S. DATE January 3, 1983

TEACHER Richard P. TRANSITION DATE June 20, 1983

TRANSITION PLAN

Projected Placement	Contact Person/Title	Action Plan	Projected Dates/Schedule	Person Responsible	Completion Dates
Supervised community employment: custodial position at City Hall	David S., Voc. Rehab. Counselor/Case Manager	Send Student Profile and other pertinent records to David S.	March 1, 1983	Richard P.	March 1, 1983
		Meet with David to identify student's priority educational needs, discuss other transition concerns and delineate follow-up strategies	Jan. 30, Feb. 27, March 31, April 29, May 27, June 6, June 17	Richard P.	Jan. 30 Feb. 27 March 31
		Student begins on-the-job training for 2 hours a day, twice weekly	June 6	P. Jones	
Supervised Apartment	Barbara S., Residential Coordinator, County Mental Health Agency Case Manger	Meet with Barb to update student's progress towards transition objectives, obtain current information on the availability of a placement by the required date, delineate follow-up strategies, discuss other concerns	February April June	Richard P.	Feb. 16 April 18
		Contact parents and student to inform them of updated information	Immediately following each of the above meetings	Richard P.	Feb. 16 April 19
		Arrange visits for Parent and student to see apartment	May-June, as soon as apartment becomes available	Barbara S.	

filed with the IEP and used to list the transition-related activities which are not part of the IEP such as contacting the new case manager, arranging student visitations, and delineating follow-up strategies. Directions for using the transition plan format are provided in Table 32. Refer to Table 33 for a sample completed subsequent classroom transition plan and for a sample completed post-school transition plan.